

Live the Legacy *Be the Movement*

2010 NASPA CONFERENCE

MARCH 6–10, 2010 CHICAGO, ILLINOIS

www.naspa.org/conf



About NASPA

NASPA, student affairs administrators in higher education, is the leading voice for student affairs administration, policy, and practice, and affirms the commitment of student affairs to educating the whole student and integrating student life and learning. With more than 11,000 members at 1,400 campuses, and representing 29 countries, NASPA is the foremost professional association for student affairs administrators, faculty, and undergraduate and graduate students. NASPA members are committed to serving college students by embracing the core values of diversity, learning, integrity, service, fellowship, and the spirit of inquiry. In fulfilling its mission to provide professional development and advocacy for student affairs educators and administrators who share the responsibility for a campus-wide focus on the student experience, NASPA is committed to:

- Providing professional development to our members through the creation and dissemination of high-quality experiences, information, and exemplary models of practice;
- Providing leadership in higher education through policy development and advocacy for students on important international, national, state, and local issues;
- Advancing pluralism, diversity, and internationalism in NASPA and the profession;
- Providing leadership for promoting, assessing, and supporting student learning and successful educational outcomes; and
- Maintaining, evaluating, and developing a high-quality association structure and national office to meet current needs, anticipate future trends, and promote growth.

For more information about NASPA, please see page 116.

2010 NASPA ANNUAL CONFERENCE PLANNING COMMITTEE



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*Southern
Methodist
University*

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Arlene Kidwell,
Senior Director of Meetings

Kaaryn Sanon,
Senior Director of Marketing and Communications

For a complete listing of subcommittee members, please see page 119.

Program book provided by





Dear Colleagues:

On behalf of your NASPA Board of Directors and the 2010 Conference Planning Team, we extend to you our heartfelt thanks for joining us here in Chicago to "Live the Legacy, Be the Movement." We all recognize what challenging financial times we are experiencing, so your presence with us is especially appreciated. Your commitment to your students, institutions, profession, and association, as demonstrated by your attendance here, is to be lauded.

We trust we will be able to reward this commitment with a conference experience that leaves you rejuvenated and exhausted at the same time. The rejuvenation comes from the acquaintances you renew, the relationships you begin here, and the taste of Chicago you will enjoy both literally and figuratively. The exhaustion comes from the overwhelming amount of great ideas you will encounter, the realization that you come away with more questions than answers, and the sense of awe you feel as you listen to and learn from the legacy colleagues we have assembled at this conference.

Our theme reflects our desire to provide you with an unprecedented gathering of pillars of our profession, our legacies. We want to recognize them for their individual and collective accomplishments, for providing us with the strongest of professional foundations. But we also want to continue to learn from their wisdom and experience. We will be better persons and professionals because of this learning.

At the same time, we are charged with continuing and creating the movements so necessary for the education of our students and the advancement of our society. Student affairs has often been integrally involved in the movements that have shaped this world, and the need for us to continue this leadership is more critical than ever before. This conference is an opportunity for you to equip yourself for this challenge. In addition to learning from those who have gone before us, then, we also hope this conference inspires you to think about ways to effectively mentor the young professionals in our field as you consider your role in the development and response to new and emerging movements on our campuses and in our profession.

While you are in Chicago, we encourage you to take the time to honor and say thank you to those legacies who have been instrumental to your professional growth and development through the various opportunities that we have embedded throughout the conference program. We also hope that you will spend time during the conference interacting with our new and young professionals as one means of helping to support the movement of our next generation.

So we welcome you to Chicago and the warm embrace of your NASPA colleagues. We need each other now more than ever, and we look forward to hearing your stories of rejuvenation and exhaustion.

Sincerely,

Mike Segawa
NASPA President
University of Puget Sound

Lori S. White
2010 Conference Chair
Southern Methodist University

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General Information

ACCESSIBILITY

Request for special accommodations should have been made in advance of the conference. However, if you have accessibility concerns or questions, require assistance, or need accommodations, please visit the NASPA Headquarters during the conference.

"TELL ME ABOUT NASPA" PROGRAM

First-time attendees, undergraduate and graduate students, and those new to the student affairs profession will be given a ribbon reading, "Tell Me About NASPA." Current and past NASPA leaders and conference veterans are encouraged to reach out to these attendees and "tell them about NASPA."

BUSINESS CENTER

Both the Marriott and Sheraton hotels are equipped with a business center to assist attendees as needed.

CELL PHONES AND PAGERS

As a courtesy to presenters, speakers, and attendees, please switch cell phones and pagers to a silent mode during program sessions and speakers. Please leave sessions when answering calls.

CONFERENCE EVALUATION

An overall conference evaluation will be e-mailed to all registered participants on Tuesday, March 9, during the 2010 NASPA Annual Conference. New this year, we are incorporating an opportunity for individuals to evaluate each educational session that is attended. Additionally, individual session presenters may provide an opportunity to evaluate their session. NASPA is not collecting any paper evaluations in an effort to maintain a sustainable conference experience.

CONFERENCE HANDOUTS

Continuing NASPA's commitment to a sustainable environment, program presenters were asked not to bring paper handouts. Bring your recycled paper to take notes, knowing that presentations will be available for download from the NASPA website following the conference.

CONFERENCE RECORDINGS

 Can't be in two places at once? NASPA has partnered with Blue Sky Broadcast (BSB) to record a pre-determined selection of approximately 40 educational sessions - indicated throughout the program book with a DVD symbol - during the conference. All recordings will contain audio synchronized with the PowerPoint presentation, along with a photo of the presenter. A DVD of all recordings will be available for purchase during the conference. The NASPA Conference Recordings desk is located on the 4th floor of the Sheraton.

CONTINUING EDUCATION CREDITS

Continuing Education (CE) credits toward certification or re-certification for counselors are available through NASPA, which is approved to award CEs by the National Board of Certified Counselors (NBCC). Forms can be obtained at onsite registration in the Sheraton.

CORPORATE PRESENTATIONS

Within the NASPA Annual Conference program book, you will notice a few programs that are labeled as "Corporate Presentations." These are educational program sessions provided by corporate sponsors of the 2010 NASPA Annual Conference. NASPA seeks support from corporations that support the association's mission, values, and goals. NASPA does not endorse the product or service of any of its corporate sponsors; however, through our educational mission, NASPA provides opportunities for members to interact with our corporate partners.

CYBER CAFÉ

The Cyber Café will provide an opportunity for attendees to check e-mail or browse the web while at the conference. A small cyber café is located in Sheraton Parlor A during the following hours:

Saturday 12:00 – 7:00 p.m.
Sunday-Tuesday 7:00 a.m. – 7:00 p.m.
Wednesday 7:00 – 10:00 a.m.

Attendees can also take advantage of wireless "hot spots" within the lobby areas of both the Sheraton and Marriott hotels.

The cyber café is being generously sponsored by Symplicity.

EXHIBIT HALL

Sheraton, River Exhibition Hall

The NASPA Foundation Silent Auction will be in the Exhibit Hall. Also, participate in the Exhibitor Passport Raffle and you may walk away with a \$500 American Express gift card. Make plans to visit the Exhibit Hall to see the exciting vendor displays! For a listing of exhibitors, please see page 124.

EXHIBIT HALL HOURS:

Sunday 2:00 – 4:30 p.m.
Monday 10:00 a.m. – 3:00 p.m.

- 11:15 a.m. – 12:30 p.m. Sponsored Lunch – All Attendees Welcome
- 1:45 – 2:15 p.m. – Sponsored Coffee Break – All Attendees Welcome
- Tuesday 8:00 a.m. – 12:00 p.m.
- 8:00 – 9:00 a.m. – Sponsored Continental Breakfast – All Attendees Welcome

FUN RUN/WALK

Join your colleagues and head out on a pre-determined route (see map on pg. 148). Meet in the lobby of the Sheraton if you would like to participate.

FAMILY FRIENDLY ROOM

Sheraton Parlor D

The Conference Planning Committee acknowledges that many conference attendees will travel with family when attending the conference. A private room has been provided to allow parents to care for small children without having to return to individual hotel rooms.



GENDER NEUTRAL RESTROOMS

Gender neutral restrooms are available in the Sheraton hotel only (Level 1). Please see signs for specific locations.

HOSPITALITY

Sheraton Level 4

Marriott Lobby Level (Michigan Avenue entrance)

The Hospitality desk will assist attendees with information on transportation, dining, tours shopping, attractions, events, places of worship, emergency health care information, and much more.

HOSPITALITY HOURS:

Saturday, March 6 – Sunday, March 7 8:00 a.m. – 5:00 p.m.
Monday, March 8 – Tuesday, March 9 8:00 a.m. – 6:00 p.m.
Wednesday, March 10 (*Sheraton only*) 8:00 a.m. – 10:00 a.m.

HOTEL CONTACT NUMBERS

Sheraton 312-464-1000 Marriott 312-836-0100
Hyatt (TPE) 312-567-1234 Embassy Suites 312-836-5900

LOST AND FOUND

Lost and found articles should be turned in to the Hospitality Desk in either the Sheraton hotel – Level 4 or the Marriott, Lobby Level. Articles not claimed by closing time each day will be transferred to NASPA Headquarters in the Sheraton, Parlor C. Articles not claimed by the end of the conference will be shipped back to the NASPA office in Washington, DC, and held for approximately 30 days.

NAME BADGES

Admission to all activities requires a conference badge. Any person without a name badge may be excluded from conference programs and events. Lost or damaged name badges can only be replaced at registration, located in the Sheraton.

NASPA HEADQUARTERS

Sheraton Parlor C

NASPA Headquarters serves as a general resource for conference-related issues, including schedule changes, accommodations for persons with special needs, and lost and found.

PROFESSIONAL DEVELOPMENT CURRICULUM

As part of the NASPA Professional Standards Division's continuing efforts to assist in making professional development experiences more intentional and purposeful, all

of NASPA's professional development events utilize NASPA's Professional Development Curriculum matrix. The matrix is designed to visually assist attendees in shaping their professional development experience.

Program descriptions will indicate which cells apply to the session in order to better assist attendees in focusing their learning on one or more of the six areas during the conference.

PROGRAM CHANGES & UPDATES

NASPA Headquarters – Sheraton Parlor C

Changes and updates can be submitted Saturday, March 6 through Tuesday, March 9, between the hours of 7:30 a.m. and 4:00 p.m. Updates will be provided to participants on plasma screens located throughout the Sheraton and Marriott hotels.

REGISTRATION

Sheraton, Lobby Level

All individuals must check in to receive their name badge and conference materials. Name badges are required to attend all sessions and major events. If you have already pre-registered for the conference and do not have a balance due, you should check in on the pre-registered side. If you are registering for the first time or need to pay any balance due or renew your membership, you should check in at onsite registration.

REGISTRATION HOURS:

Saturday	8:00 a.m. – 5:00 p.m.
Sunday	8:00 a.m. – 5:00 p.m.
Monday	8:00 a.m. – 5:00 p.m.
Tuesday	8:00 a.m. – 12:00 p.m.

THE PLACEMENT EXCHANGE PROGRAM SESSIONS

Throughout the program book, you will see The Placement Exchange logo near educational sessions that pertain to career and job searching in the student affairs profession.

The Placement Exchange committee selected these educational sessions in order to help participants manage careers, as well as the placement process. Look for the icon to help make selections if you are interested in expanding your knowledge about the next steps in your career!

SMOKING

Both the Sheraton and Marriott hotels are smoke-free environments. Smoking is permitted in designated areas only.

VOLUNTEERS

Volunteers are critical to the success of the conference. Volunteers are needed to help with registration, hospitality, programs, and a variety of other services.

Join the volunteer team and enjoy an opportunity to network, spend time with colleagues, and make the most of your conference experience. Volunteering is simple, and works around your schedule, making it easy for you to participate as a typical conference attendee. Please visit volunteer check-in located adjacent to the hospitality table in the Sheraton and Marriott hotels. Conference volunteers will be easily identified by colorful scarves generously provided by Goldman Industries. Please feel free to approach any volunteer for further information.



Schedule-at-a-Glance

Saturday, March 6, 2010

8:00 a.m. – 5:00 p.m.	Conference Registration
9:00 a.m. – 4:00 p.m.	Pre-conference Workshops (Full Day)
9:00 a.m. – 12:00 p.m.	Pre-conference Workshops (Half Day)
12:00 p.m. – 7:00 p.m.	Cyber Café
1:00 p.m. – 4:00 p.m.	Pre-conference Workshops (Half Day)
4:00 p.m. – 8:00 p.m.	International Symposium

Sunday, March 7, 2010

7:00 a.m. – 7:00 p.m.	Cyber Café
8:00 a.m. – 5:00 p.m.	Conference Registration
8:00 a.m. – 10:00 a.m.	JASPA Mass
9:00 a.m. – 4:00 p.m.	Pre-conference Workshops (Full Day)
9:00 a.m. – 12:00 p.m.	Pre-conference Workshops (Half Day)
1:00 p.m. – 4:00 p.m.	Pre-conference Workshops (Half Day)
1:00 p.m. – 3:00 p.m.	Regional Advisory Board meetings
2:00 p.m. – 4:30 p.m.	Exhibit Hall Open
5:00 p.m. – 7:00 p.m.	Opening Session and Keynote Speaker: Martha Kanter
7:00 p.m. – 9:00 p.m.	Opening Reception

Monday, March 8, 2010

7:00 a.m. – 7:00 p.m.	Cyber Café
7:15 a.m. – 8:15 a.m.	Roundtable Sessions
8:00 a.m. – 5:00 p.m.	Conference Registration
8:30 a.m. – 9:45 a.m.	Featured Speaker: Condoleezza Rice
10:00 a.m. – 3:00 p.m.	Exhibit Hall Open
10:00 a.m. – 11:15 a.m.	Educational Sessions
10:00 a.m. – 11:15 a.m.	Featured Speaker: Patricia Gándara
11:30 a.m. – 12:15 p.m.	Educational Sessions
12:00 p.m. – 1:00 p.m.	Past President's Luncheon
12:30 p.m. – 1:45 p.m.	Educational Sessions
2:00 p.m. – 3:15 p.m.	Featured Speaker: Eboo Patel
2:00 p.m. – 3:15 p.m.	Educational Sessions
3:30 p.m. – 4:45 p.m.	Educational Sessions
5:00 p.m. – 6:15 p.m.	Educational Sessions
5:15 p.m. – 6:15 p.m.	Regional Business Meetings
6:30 p.m. – 8:30 p.m.	NASPA Foundation Reception (Invitation Only)
7:00 p.m. – 11:00 p.m.	Institutional Receptions
7:15 p.m. – 9:15 p.m.	NASPA Community Fair
7:15 p.m. – 9:15 p.m.	Graduate Preparation Program Fair
9:30 p.m. – 11:00 p.m.	NASPA Regional Receptions

Tuesday, March 9, 2010

7:00 a.m. – 7:00 p.m.	Cyber Café
7:15 a.m. – 8:15 a.m.	Roundtable Sessions
7:30 a.m. – 8:45 a.m.	Public Policy/Legislative Issues Breakfast
8:00 a.m. – 12:00 p.m.	Conference Registration
8:00 a.m. – 12:00 p.m.	Exhibit Hall Open
8:00 a.m. – 9:15 a.m.	Educational Sessions
9:30 a.m. – 10:45 a.m.	Featured Speaker: Jean Twenge
9:30 a.m. – 10:45 a.m.	Educational Sessions
11:00 a.m. – 12:15 p.m.	Educational Sessions
12:00 p.m. – 1:30 p.m.	NASPA Awards Luncheon
12:30 p.m. – 1:45 p.m.	Educational Sessions
1:15 p.m. – 1:45 p.m.	Exhibit Hall Refreshment Break
2:00 p.m. – 3:15 p.m.	Featured Speaker: Joseph White & Shaun Harper
2:00 p.m. – 3:15 p.m.	Educational Sessions
3:30 p.m. – 4:45 p.m.	Featured Speaker: Andrew Jolivette
3:30 p.m. – 4:45 p.m.	Educational Sessions
5:00 p.m. – 6:00 p.m.	NASPA Annual Business Meeting
7:00 p.m. – 11:00 p.m.	Institutional Receptions
9:00 p.m. – 1:00 a.m.	NASPA Talent Show and Dance Party

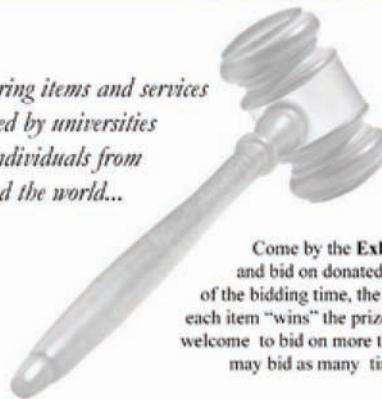
Wednesday, March 10, 2010

7:00 a.m. – 7:00 p.m.	Cyber Café
8:30 a.m. – 9:45 a.m.	Educational Sessions
10:00 a.m. – 11:30 a.m.	Closing Session and Featured Speaker: Sister Helen Prejean

NASPA Foundation

Silent Auction

Featuring items and services
donated by universities
and individuals from
around the world...



Come by the **Exhibit Hall** to view
and bid on donated items. At the end
of the bidding time, the highest bidder on
each item "wins" the prize. Individuals are
welcome to bid on more than one item and
may bid as many times as they want!

Sunday, March 7, 2010

Bidding open	2:00 – 4:30 p.m.
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Monday, March 8, 2010

Bidding open	10:00 a.m. – 3:00 p.m.
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Tuesday, March 9, 2010

Bidding open	8:00 – 10:30 a.m.
Winners contacted on site	10:45 – 11:30 a.m.
Winners pick up items	no later than 12:00 p.m.



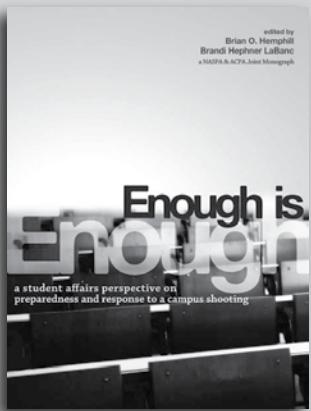


Purchase any NASPA publication and enter a drawing for a chance to
WIN AN AMAZON KINDLE!*

NASPA Bookstore

NEW RELEASES

Engaging Resources • Conference Discounted Titles • Special Events



Book Signing: Monday, March 8, 11:30 a.m. – 12:30 p.m., NASPA Bookstore

Brian O. Hemphill and Brandi Hepner LaBanc, Editors

Enough is Enough

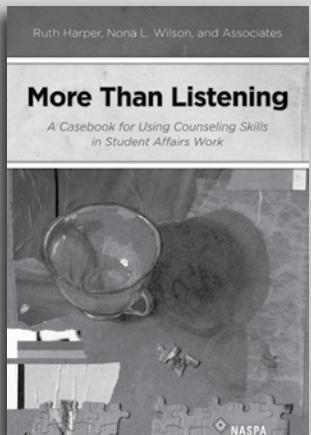
A Student Affairs Perspective on Preparedness and Response to a Campus Shooting

A Joint ACPA / NASPA Publication

“The combination of research data, practical tips and suggestions for preparing and responding to acts violence makes this an extremely valuable tool for the profession.”

—Eugene Zdziarski, vice president for student affairs and dean of students,
Roanoke College

Paperback \$27.50/\$22.00 ISBN 978-1-57922-443-1



Book Signing: Tuesday, March 9, 12:30 – 1:30 p.m., NASPA Bookstore

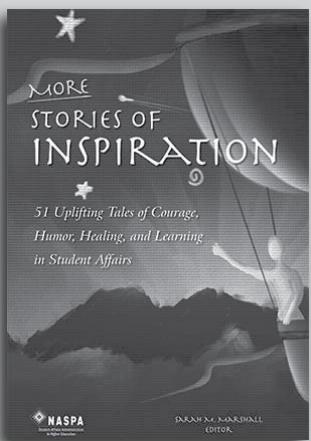
Ruth Harper, Nona L. Wilson, and Associates

More Than Listening

A Casebook for Using Counseling Skills in Student Affairs Work

“An excellent resource about counseling theories that often is not part of the student affairs practitioner’s academic background. The explanation of counseling approaches along with example conversations and language to consider in these diverse situations will be useful to student affairs professionals.”—Mimi Benjamin, associate director for faculty programs in residential communities, Cornell University

Paperback \$44.95/\$35.00 ISBN 978-0-931654-63-3



Sarah M. Marshall, Editor

More Stories of Inspiration

51 Uplifting Tales of Courage, Humor, Healing, and Learning in Student Affairs

Rediscover the rewards of a career in student affairs with this collection of uplifting stories, conversations, and poems. *More Stories of Inspiration* captures the joys and challenges of working on campus, and reinforces the significance of student affairs work. Whether you wish to gain perspective, encourage a colleague, or inform a new professional, you’ll find just the right story to inspire, motivate, and help you reach your highest potential.

\$44.95/\$35.00 ISBN 978-0-931654-15-2

**NASPA Publications are available on-site at the NASPA Bookstore, online at
<http://bookstore.naspa.org>, or by calling 301-638-1749.**

*Item shown may differ from actual item.

Featured Sessions and Keynote Speakers

Sunday, March 7

5:00 p.m. – 7:00 p.m.



Martha J. Kanter

Opening Speaker

Martha J. Kanter

Sheraton Chicago Ballroom

Introduced by Connie Kercher, Texas A&M University-Commerce

As Under Secretary of Education, **Martha J. Kanter** helps oversee policies and programs related to higher education, vocational and adult education, and federal student aid. Kanter is the first community college leader to serve in the under secretary position.

Kanter has a long and distinguished career in higher education, from establishing the first program for students with learning disabilities at San Jose City College (California) to serving as a director, dean, and vice chancellor for policy and research for the California Community Colleges Chancellor's Office before returning to San Jose City College as vice president of instruction and student services. Prior to her current appointment, Kanter served as chancellor of the Foothill-De Anza Community College District, one of the largest community college districts in the nation.

Kanter has served as a board member or officer in a wide variety of national, state, and local organizations, and has been recognized and honored for her work. She has been named *Woman of the Year* by several organizations, including the 24th Assembly District, Santa Clara County, and the American Association of University Women (AAUW). In 2003, she received the Excellence in Education award from the National Organization for Women's California Chapter and has been recognized for diversity and community leadership.

Monday, March 8

8:30 a.m. – 9:45 a.m.



Condoleezza Rice

Condoleezza Rice

Sheraton Chicago Ballroom

Introduced by Colleen Redmond, University of South Florida

Condoleezza Rice is the Thomas and Barbara Stephenson Senior Fellow on Public Policy at the Hoover Institution and a professor of political science at Stanford University. From January 2005 to 2009, she served as the 66th U.S. Secretary of State. Before serving as America's chief diplomat, she served as assistant to the president for national security affairs (national security advisor).

Rice has built a distinguished career in higher education, joining the Stanford University faculty as a professor of political science in 1981, and serving as provost from 1993 to 1999. As a professor, Rice won two distinguished teaching honors, and she is the author and coauthor of several books, including *Germany Unified and Europe Transformed: A Study in Statecraft* (1995), with Philip Zelikow; and *The Gorbachev Era* (1986), with Alexander Dallin.

Rice has served as a member of several boards of directors and was a founding board member of the Center for a New Generation, an educational support fund for schools in East Palo Alto and East Menlo Park, California. She also served as vice president of the Boys and Girls Club of the Peninsula. She currently serves as a member of the board of trustees of the John F. Kennedy Center for the Performing Arts and is a fellow of the American Academy of Arts and Sciences.

Featured Speaker Sponsored by:





Monday, March 8

10:00 a.m. – 11:15 a.m.



Patricia Gándara

Patricia Gándara

Sheraton Chicago Ballroom

Introduced by Shannon Quihuiz, Oregon State University

Patricia Gándara is professor of education at the University of California, Los Angeles (UCLA), Graduate School of Education and Co-Director of the Civil Rights Project at UCLA.

Throughout her career Gándara has worked as a bilingual psychologist in Los Angeles. She has been a social scientist with the RAND Corporation and directed education research in the California legislature. Gándara has also served as commissioner for postsecondary education for the State of California.

Gándara's research focuses on educational equity for racial and linguistic minority students, school reform, access to higher education, the education of Latino students, and language policy. She is the author of numerous articles and several books. Her two most recent books are *The Latino Education Crisis: The Consequences of Failed Social Policies* (2009) and *Forbidden Language: English Learners and Restrictive Language Policies* (January 2010).

Featured Speaker Sponsored by:



Monday, March 8

2:15 p.m. – 3:30 p.m.



Eboo Patel

Eboo Patel

Sheraton Chicago Ballroom

Introduced by Rudy Mondragon, Iowa State University

Eboo Patel is the founder and executive director of the Interfaith Youth Core, a Chicago-based institution building the global interfaith youth movement. As a member of President Obama's Advisory Council to the White House Office of Faith Based and Neighborhood Partnerships, Patel is working to realize the President's priority of interfaith cooperation.

As a featured speaker at the Clinton Global Initiative, the Nobel Peace Prize Forum, and at universities around the world, Patel serves as a global ambassador for interfaith collaboration and dialogue. Patel is a Young Global Leader in the World Economic Forum and an Ashoka Fellow, one of a select group of leading social entrepreneurs recognized for their innovative solutions to social problems and the potential to change patterns across society.

He was named by *Islamica Magazine* as one of ten young Muslim visionaries shaping Islam in America, and chosen by Harvard's Kennedy School Review as one of five future policy leaders to watch. Currently, he serves on the Religious Advisory Committee of the Council on Foreign Relations, and the National Committee of the Aga Khan Foundation USA. Additionally, Patel was selected to join the network of the World Economic Forum, and was honored as a recipient of the 2009 Roosevelt Institute's Freedom of Worship Medal.

Patel is the author of *Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of a Generation* and also writes "The Faith Divide," a featured blog on religion for *The Washington Post*. He has also contributed to the *Harvard Divinity School Bulletin*, the *Chicago Tribune*, *The Review of Faith and International Affairs*, *The Sunday Times of India*, and National Public Radio.



Tuesday, March 9

9:30 a.m. – 10:45 a.m.



Jean Twenge

Jean Twenge

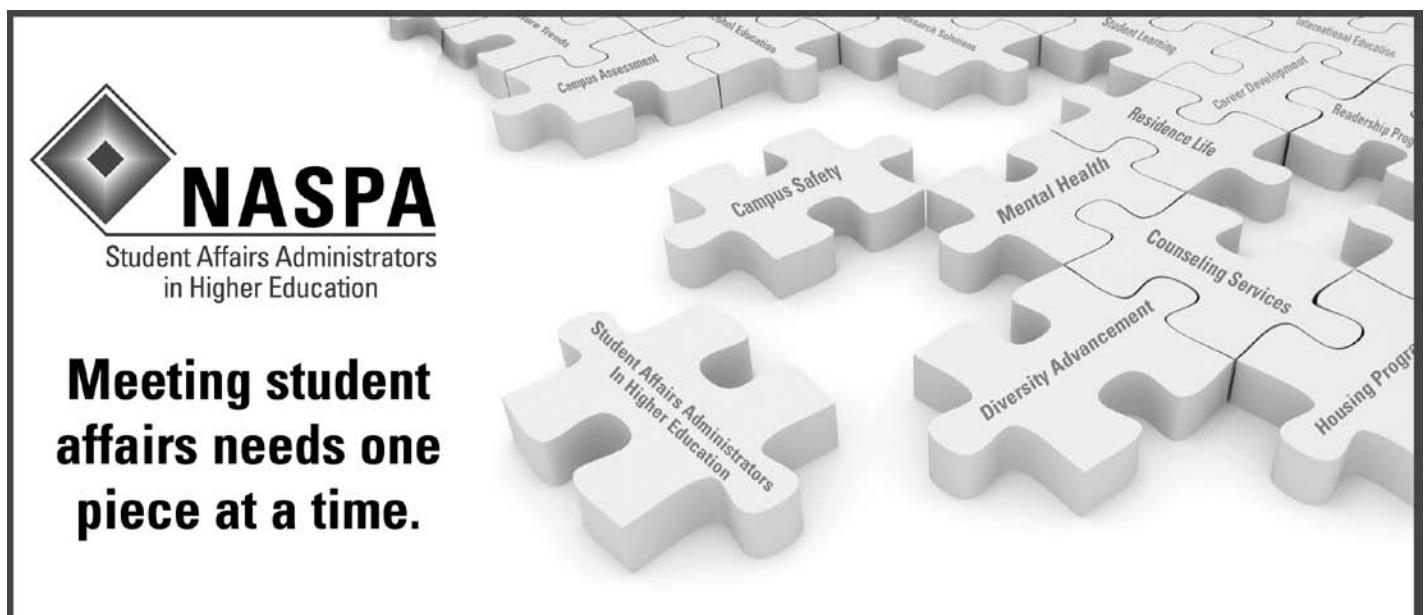
Sheraton Chicago Ballroom

Introduced by Christina Bowles and Melissa Ohifest,
Missouri State University

Jean M. Twenge is associate professor of psychology at San Diego State University, and author of more than 60 scientific publications and two seminal books on the current generation of young college students. Her recent books, *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled — and More Miserable Than Ever Before* (2006) and *The Narcissism Epidemic: Living in the Age of Entitlement* (2009) have shed light on the experience of the current generation of high school and college students.

In her most recent research, Twenge attempts to examine narcissism in the current generation of young people by asking important questions about the symptoms, causes, and effects of narcissism. She further investigates the influence of social networking sites and how they help shape personality. Her research proposes treatments to address the challenges presented, as well as implications for college and universities.

Accounts of her research have appeared in *Time*, *Newsweek*, *USA Today*, *The New York Times*, *The Wall Street Journal*, *U.S. News and World Report*, and *The Washington Post*, and she has been featured on *Today*, *NBC Nightly News*, *Fox and Friends*, *Dateline NBC*, and National Public Radio's *Morning Edition*, *All Things Considered*, and *Day to Day*, in addition to numerous talk radio and local TV appearances.



The advertisement features the NASPA logo (a diamond shape with a smaller square inside) and the text "NASPA Student Affairs Administrators in Higher Education". Below this, a large graphic shows a 3D perspective of several interlocking puzzle pieces. One piece in the foreground is tilted, revealing the text "Student Affairs Administrators In Higher Education". Other visible puzzle pieces are labeled with various student affairs functions: "Campus Safety", "Mental Health", "Counseling Services", "Diversity Advancement", "Housing Programs", "Residence Life", "Leadership Programs", "Career Development", "Student Learning", "Research Solutions", "School Education", "Campus Assessment", and "More Provided". To the left of the puzzle pieces, the text "Meeting student affairs needs one piece at a time." is displayed in a bold, sans-serif font. At the bottom, a dark banner contains the text "Special Thanks to NASPA's 2010 Strategic Partners" in white. Below this banner is a row of logos for various sponsors: Aramark Higher Education, Life Advantages, Golden Key, SJG, Chartwells, AllOne Health, Student Voice, USA Today Education, and Sodexo Education. Each logo is accompanied by its respective website address.

Special Thanks to NASPA's 2010 Strategic Partners

ARAMARK HIGHER EDUCATION aramark.com LIFE ADVANTAGES lifeadvantages.com GOLDEN KEY goldenkey.org SJG spelmanandjohnson.com CHARTWELLS eatlearnlive.com ALLONE HEALTH allonehealth.com STUDENT VOICE studentvoice.com USA TODAY EDUCATION usatodayeducate.com SODEXO EDUCATION sodexousa.com



Tuesday, March 9

2:00 p.m. – 3:15 p.m.

Joseph White & Shaun Harper

Sheraton Chicago Ballroom

Introduced by Jered Lish & group, Colorado State University

Joseph White has enjoyed a distinguished 48-year career in the field of psychology and mental health as a teacher, mentor, administrator, clinical supervisor, writer, consultant, and practicing psychologist. His is currently professor emeritus of psychology and psychiatry at the University of California, Irvine, where he spent most of his career as a teacher, supervising psychologist, mentor, and director of ethnic studies, and cross-cultural programs.

White was a pioneer in the field of Black psychology and is affectionately referred to as the "Godfather" of Black psychology by his students, mentees, and younger colleagues. His seminal article in Ebony magazine in 1970, "Toward a Black Psychology," was instrumental in beginning the modern era of African American and ethnic psychology. He is author of several papers and seven books, including, *The Psychology of Blacks: An African-American Perspective* (1984); *Black man Emerging: Facing the Past and Seizing a future in America* (1999); and *Building Multicultural Competency: Development, Training, and Practice* (2008).

In addition to his teaching and research, White has been a practicing psychologist and consultant, working with school districts, universities, private organizations, and government agencies. White was appointed to the California State Psychology Licensing Board and served as chairman for three years. He is currently a member of the Board of Trustees of the Menninger Foundation in Houston, Texas.

On May 10, 2007, he received an honorary degree, Doctor of Laws, from the University of Minnesota, which is the highest award conferred by the University of Minnesota, recognizing individuals who have achieved acknowledged eminence in cultural affairs, in public affairs, or in a field of knowledge and scholarship. He was also inducted into the San Francisco State University Hall of Fame as Alumnus of the Year in 2008.

Shaun Harper is assistant professor of higher education at the University of Pennsylvania, Graduate School of Education. He formerly served in professorships and administrative capacities at Penn State University, Indiana University, and the University of Southern California, where he served as an assistant professor and executive director of the Doctor of Education Program.

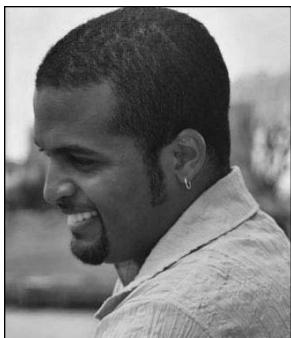
Harper is an acclaimed national expert on Black male college achievement, campus racial climates, and student engagement in higher education. He has published six books and more than 50 peer-reviewed journal articles, book chapters, and other academic publications.

His newest book, *College Men and Masculinities: Theory, Research, and Implications for Practice*, was recently published by Jossey-Bass. In September of 2007, Harper's National Black Male College Achievement Study was featured in *Diverse Issues in Higher Education*. His study represents the largest-ever research study on Black male undergraduates. Harper was awarded the 2008 Early Career Award by The Association for the Study of Higher Education. Few scholars have had as greater an impact on the study of Black male students in American higher education. His research has informed policy and practice on college and university campuses across the country.



Tuesday, March 9

3:30 p.m. – 4:45 p.m.



Andrew Jolivette

Andrew Jolivette

Sheraton Chicago Ballroom

Introduced by Joshua Johnson, Northern Illinois University

Andrew Jolivette, is an associate professor in American Indian Studies, Educational Leadership, and Critical Race and Resistance Studies at San Francisco State University. An accomplished educator, writer, speaker, and social/cultural critic, Jolivette's work spans many different social and political arenas – from education reform and LGBT/Queer community of color identity issues to mixed-race identity, Native American studies, and gay marriage. He is also a mixed-race studies specialist with a particular interest in comparative race relations, the urban Indian experience, critical mixed race studies, Creole studies, and Black-Indians.

Jolivette is the author of two books: *Cultural Representation in Native America* (2006) and *Louisiana Creoles: Cultural Recovery and Mixed Race Native American Identity* (2007). He is currently working on two new books: *Mixed Race Gay Men and HIV: A Community History* and *Obama and the Biracial Factor: The Battle for a New American Majority*, which seeks to understand the impact of President Obama's biracial identity on the 2008 election and the president's first 100 days in office, as well as what this historic election may mean in the current battle for a new American majority.

Jolivette has been an adjunct professor in the Department of Sociology at the University of San Francisco and a researcher with the University of California, San Francisco on issues of racial violence among African American and Latino/a youth in the Bay Area. He has done work with the Agape Foundation, a national and international peace organization, and the Louisiana Creole Heritage Center. He also served on the San Francisco Human Rights Commission's Special Task Force on the Status of Native Americans, and currently serves as the tribal historian for the Atakapa-Ishak Nation located between southwest Louisiana and southeast Texas. He is the board president of Speak Out – the Institute for Democratic Education and Culture; a current board member of the GLBT Historical Society in San Francisco; and the former board president of iPride, an organization for mixed heritage and transracially adopted youth and their families.



Wednesday, March 10

10:00 a.m. – 11:15 a.m.

Closing Speaker

Sister Helen Prejean

Sheraton Chicago Ballroom

Introduced by Roshaunda Ross, Illinois Wesleyan University

Sister Helen Prejean is one of America's leading advocates for the abolition of the death penalty. A native of Baton Rouge, Louisiana, Prejean joined the Sisters of St. Joseph of Medaille in 1957 and began her prison ministry in 1981 when she dedicated her life to the poor of New Orleans. Currently, she dedicates her time to coordinating The Death Penalty Discourse Network.

Prejean recorded what she learned about the Louisiana execution process through her role as a spiritual adviser in *Dead Man Walking: An Eyewitness Account of the Death Penalty in the United States*, which was nominated for a 1993 Pulitzer Prize and was number one on the New York Times Best Seller List for 31 weeks. An international best seller, the book has been translated into ten different languages and received the Christopher Award for "artistic excellence affirming the highest value of the human spirit." In 1996, her book was developed into a major motion picture that received four Oscar nominations. Susan Sarandon took home the Oscar for Best Actress for her portrayal of Prejean.

Prejean and *Dead Man Walking* have been the subject of numerous media stories and reviews in more than eight countries. Fifteen years after beginning her crusade, she has witnessed numerous executions and today educates the public about the death penalty by lecturing, organizing, and writing. As the founder of "Survive," a victim's advocacy group in New Orleans, she continues to counsel not only inmates on death row, but the families of murder victims, as well. Prejean has served in leadership positions within multiple organizations working to abolish the death penalty nationally and internationally – work that has garnered her numerous prizes, honors and recognitions throughout her career.



Sister Helen Prejean



2010 NASPA Awards Recipients

NASPA Awards Luncheon • Tuesday, March 9, 12:00 – 1:30 p.m. • Marriott, Chicago D/E

MELVENE D. HARDEE DISSERTATION-OF-THE-YEAR AWARD



James P. Barber
Assistant for Programs & Research
Center for Research on Learning and Teaching (CRLT)
University of Michigan
Dissertation: "Integration of Learning: Meaning Making for Undergraduates through Connection, Application, and Synthesis"

Patricia M. King, University of Michigan, Dissertation Chair

Dissertation-of-the-Year session presented Tuesday, March 9, at 2:00 p.m., Marriott Chicago G.



Runner-up: Mark Bauman
Assistant Professor
Bloomsburg University of Pennsylvania
Dissertation: "Called to Serve: The Military Mobilization of Undergraduates"

Dorothy H. Evensen, The Pennsylvania State University, Dissertation Chair

MID-LEVEL STUDENT AFFAIRS PROFESSIONAL AWARD



Jesse M. Ketterman
Director of Student Development,
Frostburg State University
Ketterman is the director of student development at Frostburg State University, where he represents the institution internally and externally regarding student issues. Ketterman has more than 13 years of progressive experience in student affairs. Previous positions include service as a staff sergeant in the U.S. Army Reserve and residence hall director at Monmouth University in New Jersey.

PRESIDENT'S AWARD



John G. Peters
President, Northern Illinois University

Peters has served as president and professor of political science at Northern Illinois University since 2000. Since assuming the presidency, NIU has been admitted to the National Association of State Universities and Land-Grant Colleges, to full membership in the Universities Research Association, achieved designation as a Carnegie Doctoral/Research-Extensive university, secured NIU's largest-ever private gift (\$20 million for construction of a new College of Business building), and has developed an active agenda of federal earmarks that has produced millions in research funding.

OUTSTANDING CONTRIBUTION TO HIGHER EDUCATION



Patricia Fabiano
Faculty/Instructor, Student Affairs Administration Program
Western Washington University

Fabiano joined the Woodring College of Education faculty at Western Washington University in the Student Affairs Administration Graduate Program in 2005. Prior to that position, she served for 15 years as student affairs director of prevention and wellness services, where she started the Ally Building Network, a program for developing students as social justice allies; administered a model college health promotion program; and served as principal investigator for more than \$4 million dollars in grants to reduce alcohol/drug abuse and violence on campus. She created the Diversity in Higher Education major at WWU, which serves as a portal for undergraduate students interested in the student affairs profession.

OUTSTANDING CONTRIBUTION TO LITERATURE AND/OR RESEARCH AWARD



Jon C. Dalton
Professor, Florida State University

Dalton is an associate professor of higher education at Florida State University and director of the Hardee Center for Leadership and Ethics.

He helped to create and direct the Institute on College Student Values, an annual conference that has been held annually at FSU for the past 17 years. He developed and currently serves as co-editor of the Journal of College and Character. Dalton served as president of NASPA in 1994-95 and has been recognized by the association as a "Pillar of the Profession." Dalton served as vice president for student affairs at Florida State University and Northern Illinois University and was dean of students at Iowa State University.



Shaun R. Harper
Assistant Professor,
University of Pennsylvania

Harper is a nationally recognized higher education researcher with professional experience in undergraduate affairs, graduate recruitment

and admissions, academic program administration, and university teaching. He maintains an active research agenda that examines black male college access and achievement; racism, racial inequities, and gender disparities in American higher education; the effects of education policies and campus environments on racial/ethnic minority student outcomes; and gains associated with educationally purposeful student engagement. Harper participates in several higher education professional associations via committees, conference presentations, and board memberships.





ROBERT H. SHAFFER AWARD FOR ACADEMIC EXCELLENCE AS A GRADUATE FACULTY MEMBER



Susan R. Jones
Associate Professor,
University of Maryland,
College Park

Jones is an associate professor and director of the College Student Personnel program at the University of Maryland, College Park. She has been published in educational journals, including the Journal of College Student Development and the Journal of Higher Education, on topics such as multiple dimensions of identity development, intersectionality and multiple identities, enduring influences of service-learning on college students' identity development, required community service, developing student understanding of HIV/AIDS through community service-learning, understanding diversity through community service-learning, disability as social construction, and dynamics of lesbian college students' multiple dimensions of identity.

FRED TURNER AWARD FOR OUTSTANDING SERVICE TO NASPA



Dennis R. Black
Vice President for Student Affairs, *University at Buffalo*

Black is vice president for student affairs and adjunct associate professor of education at the University at Buffalo. He edits the Campus Legal Briefing newsletter

and has authored several books on higher education legal issues. As an administrator, Mr. Black has been previously honored with the State University of New York Chancellor's Award for Excellence in Professional Service.

SCOTT GOODNIGHT AWARD FOR OUTSTANDING PERFORMANCE AS A DEAN*

*Dean refers to any title that denotes the lead student affairs officer on campus.



Barbara H. Snyder
Vice President of Student Affairs, *University of Utah*

Dr. Barbara Snyder has served as the vice president for student affairs and adjunct associate professor of educational leadership and policy at the University of Utah since 1999. She manages a comprehensive student affairs division, including enrollment management, student development, dean of students office, and residential living. She has served in various positions within NASPA, including roles on the national Board of Directors, NASPA Foundation Board of Directors, regional executive and conference planning committees, and NASPA Journal editorial board. She has published articles in Leadership Exchange and the Journal of College Student Development, as well as a chapter in *Beginning Your Journey: A Guide for New Professionals in Student Affairs*.

NEW PROFESSIONAL AWARD RECIPIENTS

Each NASPA region recognizes one outstanding new professional with this honor. The Spelman & Johnson group recognizes these seven award recipients by providing complimentary registration to this year's Annual Conference.

Region I: Amber Ulmer, residence director, University of Vermont

Region II: Tanesha Barnes, program administrator, Center for Multicultural Education and Programs, New York University

Region III: Steven "Ray" Ellington, assistant director, Campus Recreation, Washington and Lee University

Region IV-East: Christina Mastrangelo, assistant director for leadership, Case Western Reserve University

Region IV-West: Stephen Terry, program coordinator, Institute for Leadership & Service, University of Missouri - Kansas City

Region V: Abby Kelso, outreach coordinator for evening and weekend studies, The Evergreen State College

Region VI: Shauna Young, area coordinator for North Area, University of the Pacific

NASPA EXCELLENCE AWARDS

Through its Excellence Awards, NASPA recognizes the contributions of members who are transforming higher education through outstanding programs, innovative services, and effective administration.

Programs selected for recognition in each category receive one of three designations: Gold, Silver, or Bronze. Gold recipients from each category are further judged for the designations of Grand Gold, Grand Silver, and Grand Bronze. For more information on gold recipients in each category, please see the poster session descriptions on page 35.

GRAND GOLD MEDAL AWARD WINNER

The Early Alert Intervention Team
Sinclair Community College
Submitted by Elizabeth Scarborough, academic coach, Post-Transition ILP

GRAND SILVER MEDAL AWARD WINNER

The Student Loop
Columbia College
Submitted by Mark Kelly, vice president of student affairs

GRAND BRONZE MEDAL AWARD WINNER

Issues at the End of Life
Susquehanna University
Submitted by Mark Radecke, university chaplain



Special Events & Conference Highlights

BOOK SIGNINGS

NASPA Bookstore, Sheraton 4th Floor

Brian O. Hemphill and Brandi Hepner LaBanc, editors of *Enough is Enough: A Student Affairs Perspective on Preparedness and Response to a Campus Shooting*

Monday, March 8, 11:30 a.m. – 12:30 p.m.

Ruth Harper and Nona L. Wilson, authors of *More Than Listening: A Casebook for Using Counseling Skills in Student Affairs Work*

Tuesday, March 9, 12:30 – 1:30 p.m.

CASE STUDY COMPETITION

Monday, March 8, 8:30 a.m. – 4:30 p.m.

Sheraton, Columbus

Teams will be given a thought-provoking case study relevant to the field of student affairs and present their solutions to a panel of judges. All participants must pre-register for this program and attend the orientation. *The Graduate and New Professional Case Study Competition* is generously sponsored by the National Panhellenic Council.

CONFERENCE CONNECTIONS

Sunday, March 7, 3:00 – 4:00 p.m.

Marriott Grand Ballroom II
During this must-see orientation, first-time attendees will hear from some of the NASPA leadership, as well as receive an overview on becoming involved in NASPA and making the most of your conference experience. Although you may have attended other professional conferences, it is helpful to learn the nuances of NASPA.

DOCTORAL STUDENT SEMINAR

Sunday, March 7, 8:00 a.m. – 3:00 p.m.

Marriott, Kansas City

In this day-long program, doctoral students, both part-time and full-time, will engage with the faculty in dialogue, activities, and strategy generation that will assist them in meeting their doctoral student goals. The seminar is structured with enough flexibility to assure that individual interests and needs are addressed and includes time to network with faculty and doctoral student peers. Carney Strange and Tim Ecklund will serve as faculty for the seminar.

GRADUATE PREPARATION PROGRAMS FAIR

Monday, March 8, 7:15 – 9:15 p.m.

Marriott Grand Ballroom III/IV

Take this opportunity to view information about graduate preparation programs happening on various college campuses.

LIVE THE LEGACY

In keeping with the conference theme, we are honored to have so many legacies contributing in various ways to the 2010 NASPA Annual Conference. Upon conference check-in, all attendees received a commemorative booklet of "letters to a colleague" – advice from more than 25 legacies. Additionally, we are honored that more than 20 of these legacies have been able to join us in Chicago. Throughout the conference, attendees will have the opportunity to sign scrapbooks for these pillars in the field of student affairs. Three legacy panels have been developed to address different aspect of the student affairs profession, and will take place as follows:

Live the Legacy Panel - The Role of the SSAO

Monday, March 8 2:15 – 3:30 p.m.

Sheraton Ballroom I

Live the Legacy Panel - Scholarship in Student Affairs

Tuesday, March 9 9:30 AM – 10:45 a.m.

Sheraton Ballroom I

Live the Legacy Panel - Graduate Preparation Programs

Tuesday, March 9 2:00 PM – 3:15 p.m.

Sheraton Ballroom I

NASPA ANNUAL BUSINESS MEETING

Tuesday, March 9, 5:00 – 6:00 p.m.

Sheraton Ballroom II

All NASPA members should plan to attend the annual business meeting.

The tentative meeting agenda covers:

- The fiscal and administrative well-being of the association;
- NASPA's 2009-10 accomplishments and initiatives;
- Update of the 20010 conference and plans for the 2011 NASPA Annual Conference in Philadelphia, Pennsylvania;
- NASPA Foundation update;
- Election results;
- Resolutions from the floor; and
- Presentation of the gavel, and vision and goals of incoming NASPA President Elizabeth Griego, University of the Pacific.

NASPA AWARDS LUNCHEON

Tuesday, March 9, 12:00 – 1:30 p.m.

Marriott Chicago D/E

The annual NASPA Awards Luncheon is a special opportunity to pay tribute to the individuals who have distinguished themselves by virtue of their service to and accomplishments in the student affairs profession or NASPA. For information on the awards and honorees, please see page 12. Tickets are required.

NASPA COMMUNITY FAIR

Monday, March 10, 7:15 – 9:15 p.m.

Marriott Grand Ballroom III/IV

Formerly known as the NASPA Communities Gala, this festive event consists of informative and interactive tables for NASPA Knowledge Communities, Regions, Divisions, 2011 Conference, and the Graduate Preparation Programs Fair. Come and learn how to get more involved with NASPA, connect with colleagues and friends, and even leave with a free gift or two!



NASPA FOUNDATION SILENT AUCTION

Sheraton, Exhibit Hall, Level 1

Sunday, March 7 2:00 p.m. – 4:30 p.m.

Monday, March 8 10:00 a.m. – 3:00 p.m.

Tuesday, March 9 8:00 a.m. – 12:00 p.m.

Support the NASPA Foundation and its commitment to the support of research in the student affairs profession. Bid on an exciting array of university items, professional services, travel specials, and much, much more! Join in the fun and support the student affairs profession. Bids will be taken until 10:30 a.m. on Tuesday, March 9, after which winning bidders will be notified and will need to pick up their items by 12:00 p.m.

OPENING SESSION AND RECEPTION

Sunday, March 7, 5:00 – 7:00 p.m. (Reception, 7:00 – 9:00 p.m.)

Join us as we celebrate the opening of the 2010 NASPA Annual Conference. NASPA President Mike Segawa and Conference Chair Lori White will welcome attendees, and Dr. Martha Kanter, U.S. Under Secretary of Education, will be our opening speaker. Immediately following the session, you are invited to join us as we celebrate the conference in the NASPA-created neighborhoods of Chicago!

REGIONAL RECESSIONS

Monday, March 8, 9:30 p.m. – 11:00 p.m.

Conference attendees are encouraged to join other colleagues from their region for great networking opportunities and catching up with old friends.

- Region I Marriott, Denver/Houston/Kansas City
- Region II Marriott, Chicago (A/B/C)
- Region III Marriott, Chicago (D)
- Region IV-E Marriott, Chicago (E)
- Region IV-W Marriott, Chicago (F/G/H)
- Region V Marriott, Grand Ballroom (Salon I)
- Region VI Marriott, LA/Miami/Scottsdale

Leadership Educators Institute

Developed for
New & Mid-Level
Student Affairs Educators

December 5–7, 2010
University of South Florida
Tampa, Florida



SERVICE PROJECT

Volunteering your time – Strengthening neighborhoods & helping young people!

Pre-registration was required

NASPA is working with the Chicago Area Project (CAP)* in working toward the prevention and eradication of juvenile delinquency. NASPA & CAP will collaborate to create an indoor mural, with the assistance of the youth organizations through CAP, in a nearby neighborhood. The volunteer project brings NASPA members to the neighborhoods of Chicago to help paint a mural that can serve as a tangible beacon of hope. Participating volunteers should plan to bring clothes that can get paint on them.

* Founded in the 1930s by Clifford Shaw, a University of Chicago sociologist who believed every neighborhood could reduce juvenile delinquency by improving community life, CAP works to empower those in the communities to become the solutions to many of the problems in their communities. CAP is about empowerment, leadership development, community organizing, and restorative justice. For more information on the organization, please visit www.chicagoareaproject.org.

SUSTAINABILITY

The Conference Committee has worked to reduce our environmental impact and asks for your assistance. Please use the available recycling stations, fill the water bottle provided to you upon check-in at the available water stations, turn off lights when not needed in your hotel room, use the linen reuse services in both the Marriott and Sheraton hotels, and take full advantage of public transportation (or walk). Also, don't forget to re-use your conference bag as you do your shopping when you return to your campuses.

TALENT SHOW AND DANCE PARTY

"Remember the Time"

Tuesday, March 9

9:00 – 11:00 p.m. (Talent Show)

11:00 p.m. – 1:00 a.m. (Dance Party)

Join your colleagues during this fun-filled and entertaining night of all sorts of talent. There will be blasts from the past, as well as new acts. Help pick the winner by using the audience response system to vote for your favorite act.

CONFERENCE BLOG AND TWITTER FEED

Interact with other conference participants online! The blog – at <http://naspa10.wordpress.com> – is an online channel for participants to share their conference experiences, observations, and reflections live. The blog also include a Twitter feed, so participants can join the real-time discussion by including #naspa10 in their Tweets.

Need help getting started with social media?

Look for volunteers in Facebook and Twitter lab coats around registration and the community fair to assist you!



Events & Programs of Interest

EVENTS OF INTEREST FOR SENIOR STUDENT AFFAIRS OFFICERS

Senior Student Affairs Officer Reception

(*Invitation only, Prior RSVP required.*)

Monday, 4:30 – 6:00 p.m.

Sheraton Ballroom V

Regional Business Meetings

Monday, March 8, 5:15 – 6:15 p.m.

Senior student affairs officers should plan to attend their regional business meetings. Please see page 38 for locations.

NASPA Annual Business Meeting

Tuesday, March 9, 5:00 – 6:00 p.m.

Sheraton Ballroom II

The following programs are sponsored by the James E. Scott Academy:

- 277 Gen X SSAOs: Unique Opportunities and Challenges
361 Non-Traditional Professional Development for SSAOs

SSAO Think Tank 2010

Our Foundation, Our Future

Facilitated by Todd Olson, Georgetown University

Prior application & acceptance for the Think Tank was required for participation.

Sponsored by The James E. Scott Academy, the SSAO Think Tank brings together 20 SSAOs for four conference sessions. The 2010 Think Tank focus this year is "Our Foundation, Our Future." Think Tank participants will explore the key elements of what is foundational to the student affairs profession, and what our future holds. This involves asking provocative questions about our past, present, and future. In keeping with the conference theme of *Live the Legacy, Be the Movement*, participants will gather to explore the creative tensions between foundation and future, between our roots and our promise, as the student affairs profession continues to grow.

Think Tank sessions will take place as follows:

- Monday, March 8 2:15 – 3:30 p.m. and 3:45 – 5:00 p.m.
Marriott Sheffield
- Tuesday, March 9 8:00 – 9:15 a.m. and 9:30 – 10:45 a.m.
Marriott Sheffield
- Wednesday, March 10 8:30 – 9:45 a.m.
Marriott Sheffield

Sponsored by:



PROGRAMS OF INTEREST FOR SSAOS

- 93 Working with a New President: If We Knew Then What We Know Now
- 56 East Meets West: Integration of Student Development Theories
- 105 East Meets West: Professional Development in Tough Economic Times
- 115 Institutional Strategies for Re-Inventing Our Work: Practical Positive Solutions for Managing the Economic Downturn
- 116 Integrative Threat Assessment Matrix: Multi-Disciplinary Approach
- 169 Personal Strategies for Re-inventing Our Work: How to Thrive in Turbulent Times
- 170 Practitioner Advocacy to Improve Undocumented Student Success
- 170 Student Free Speech Rights/Responsibilities in the Age of Facebook
- 219 Responding to Economic Challenges While Planning for Success
- 311 FERPA Overview and Update by the U.S. Department of Education
- 314 Identity Movements & Leadership: A Legacy of Transformation
- 322 Mentoring from the Vice President's Office
- 443 FERPA Overview and Update by the U.S. Department of Education

PROGRAMS OF INTEREST FOR MID-LEVEL PROFESSIONALS

- 55 Crossover Pedagogy: Student Affairs & Faculty Collaborations
- 73 Persistence Pals: Addressing Retention One Student at a Time
- 124 National Policies: Who's Paying Attention to Students of Color?
- 158 Exploring Learning Outcomes for Professionals in Student Affairs
- 169 Personal Strategies for Re-inventing Our Work: How to Thrive in Turbulent Times
- 238 Be the Change: Linking Social Justice and Transformative Learning
- 401 How to Transform Data into Positive Change
- 410 Reframing Campus Conflict
- 464 The Elephant in the Room: Conservatives in Student Affairs
- 489 Learning Outcomes in Academic Disciplines: Seeking Common Ground
- 495 Mid-level Strategies for Reinventing Our Work: Managing Up While Managing a Downturn
- 528 Moving Students to a Community Perspective: A Legacy of Caring





EVENTS OF INTEREST FOR GRADUATE STUDENTS AND NEW PROFESSIONALS

Doctoral Student Seminar
Sunday, March 7, 9:00 a.m. – 3:00 p.m.
Marriott Kansas City

Graduate Students and New Professionals Case Study Competition Orientation
Sunday, March 7, 1:00 – 2:00 p.m.
Sheraton Mississippi

Conference Connections
Sunday, March 7, 3:00 – 4:00 p.m.
Marriott Grand Ballroom Salon II

Graduate Students and New Professionals Case Study Competition
Monday, March 8, 8:30 a.m. – 4:30 p.m.
Sheraton Columbus A and Columbus B

Graduate Preparation Programs Fair
Monday, March 8, 7:15 – 9:15 p.m.
Marriott Grand Ballroom II/III

NASPA Communities Fair
Monday, March 8, 7:15 – 9:15 p.m.
Marriott Grand Ballroom II/III

PROGRAMS OF INTEREST FOR GRADUATE STUDENTS

- 85 The Legacy of the Sit-in Movement and Student Rights
- 139 Toward Diverse Democracy: Students Leading Identity-Based Groups
- 178 The Balancing Act: A Panel on Student Activism on Campus
- 213 Navigating NASPA: An “Insider’s Guide” to the Association
- 326 Playing Nice Together: A Progressive View of a Multi-Gen Workplace
- 333 Student Affairs Research Questions that Matter
- 413 Seeing Student Stories through Photographs
- 414 Service-Learning in Rural Honduras as Transformative Professional Development
- 460 So, What Exactly is the NASPA Case Study Competition?
- 487 How to Publish in Journal of Student Affairs Research and Practice
- 497 Navigating Transition and Developing Your New Network
- 502 Recruitment, Retention, and Accommodation of a New Campus Group

PROGRAMS OF INTEREST FOR NEW PROFESSIONALS

- 118 Living & Leaving a Legacy: The Road to Vice Presidency
- 128 Reclaiming Wellness: Our Student Affairs Professional Legacy
- 178 The Balancing Act: A Panel on Student Activism on Campus
- 213 Navigating NASPA: An “Insider’s Guide” to the Association
- 267 Academic Integration: A Case for Liberty and Justice for All
- 326 Playing Nice Together: A Progressive View of a Multi-Gen Workplace
- 341 We Do What?! Challenging and Supporting Campus Traditions
- 441 Emotionally Intelligent Leaders are “The Movement”
- 493 Measuring the Movement: Integrating Assessment into Practice
- 516 A Good Call: Helping Students Explore Vocational Questions

EVENTS OF INTEREST FOR FACULTY MEMBERS

NASPA President’s Breakfast for Faculty

Monday, March 8, 7:00 – 8:15 a.m.
Marriott Grand Ballroom I

All faculty members are invited to join NASPA President Mike Segawa and Faculty Fellows Chair Randy Hyman over breakfast. Informally connect with your NASPA faculty colleagues and learn more about what the Faculty Fellows are doing to support faculty members within the association.

Graduate Preparation Programs Fair

Monday, March 8, 7:15 – 9:15 p.m.
Marriott Grand Ballroom II/III

The following programs are sponsored by the Faculty Fellows:

- 172 Renewal and Regeneration of Senior Faculty
- 200 Emerging Scholars: A NASPA Faculty Fellows Research Symposium
- 333 Student Affairs Research Questions that Matter
- 459 Senior Faculty Research Forum

PROGRAMS OF INTEREST FOR FACULTY MEMBERS

- 172 Renewal and Regeneration of Senior Faculty
- 200 Emerging Scholars: A NASPA Faculty Fellows Research Symposium
- 266 A Legacy of Accountability: An Integrative Student Affairs Course
- 297 Watching from the Margins: Student Services for Graduate Students
- 310 Expectations of SSAs and Faculty for Entry-level Professionals
- 333 Student Affairs Research Questions that Matter
- 414 Service-Learning in Rural Honduras as Transformative Professional Development
- 459 Senior Faculty Research Forum
- 511 The Value of Peer Mentoring for Graduate Students



Featured & Invited Sessions

LIVE THE LEGACY

117: Live the Legacy Panel - Graduate Preparation Programs
Monday, March 8 12:45 - 2:00 p.m.
Sheraton Ballroom I

166: Live the Legacy Panel – The Role of the SSAO
Monday, March 8 2:15 - 3:30 p.m.
Sheraton Ballroom I

320: Live the Legacy Panel – The Role of Scholarship in Student Affairs
Tuesday, March 9 9:30 - 10:45 a.m.
Sheraton Ballroom I

BE THE MOVEMENT

85: The Legacy of the Sit-in Movement and Student Rights
Monday, March 8 10:00 - 11:15 a.m.
Sheraton Ontario

178: The Balancing Act: A Panel on Student Activism on Campus
Monday, March 8 2:15 - 3:30 a.m.
Marriott Purdue/Wisconsin

366: Revisiting the Mills College Strike
Tuesday, March 9 11:00 a.m.- 12:15 p.m.
Marriott Northwestern/Ohio

FEATURED INVITED SESSIONS

The Conference Program Committee had the challenging task of selecting from more than 900 submitted sessions to select programs of interest to the full range of practitioners across specialty areas and the professional development curriculum.

After sessions are selected, the committee, in consultation with the NASPA President and Conference Chair stepped back to see if anything was missing. Upon reflection, the theme was very well-represented, but the “elephant in the room” was the economy. There were no sessions dealing with the downturn, even though it currently consumes much planning time and professional energy.

Perhaps our colleagues had not had time to grapple with the economic challenges and to propose a session, or maybe no one felt they could claim to have an answer. So instead, we decided to pull together panelists who could frame the issues, offer hope, and allow NASPA members to come together to generate strategies, resulting in the following invited sessions:

115: Institutional Strategies for Re-Inventing Our Work: Practical Positive Solutions for Managing the Economic Downturn
Monday, March 8 12:45 - 2:00 p.m.
Marriott Clark
Marilee Bresciani, San Diego State University
Lynn E. Priddy, The Higher Learning Commission of NCA
Debby McClellan, Frederick Community College
Javaune Adams-Gaston, Ohio State University
Pauline Dobrowski, Stonehill College
Larry Roper, Oregon State University

We are leading in unprecedented times. After providing a theoretical perspective, a panel of senior student affairs officers will share specific strategies they have used to re-frame the work they do in order to align their work with their institutional strategic initiatives. Participants will hear how they have articulated their continued value in the organization, as well as how they have secured funding in a time of diminishing resources. Following the panel, roundtable discussion will allow participants to connect ideas to practical solutions.

169: Personal Strategies for Re-inventing Our Work: How to Thrive in Turbulent Times

Monday, March 8 2:15 - 3:30 p.m.
Marriott Clark
Eileen Hulme, Azusa Pacific University
Kevin Jackson, Baylor University
Tom Brown, Virginia Tech
Kimberly Thorbury, Union University

In this roundtable discussion, a panel of seasoned survivors who have learned to make the best of difficult times will lead us in a thoughtful discussion of the personal side of crisis leadership. We all know that crisis provides opportunity, but what combination of skills and attitude will help us do more than survive this economic downturn? Attendees will have the chance for table discussions of strategies that work.

495: Mid-level Strategies for Reinventing Our Work: Managing Up While Managing a Down-turn

Tuesday, March 9, 3:30 - 4:45 p.m.
Sheraton Ballroom I
Jeff Janz, Marquette University
Evette Castillo Clark, Tulane University
Gary Ratcliff, University of California, San Diego
Anna Gonzalez, University of Illinois – Urbana, Champaign
Karen Warren Coleman, The University of Chicago

Mid-level student affairs officers have an added challenge in times of fiscal austerity. They must serve as strong advocates for the needs of their people and their programs, while also being team players. Their senior student affairs officers will expect them to function for the good of the whole organization, while their own staff will expect them to defend their units. Join this panel of student affairs officers for thoughts on strategies for maintaining this delicate balance, as well as table discussions that help you bring them home.



HIGHLIGHTED ASSOCIATION PROGRAMS

- 86 The Placement Exchange**
Monday, March 8 10:00 - 11:15 a.m.
Marriott Chicago F
- 114 How to Submit a Program for the 2011 NASPA Annual Conference**
Monday, March 8 12:45 - 2:00 p.m.
Sheraton Superior B
- 212 NASPA/ACPA Consolidation Open Forum**
Monday, March 8 3:45 - 5:00 p.m.
Marriott Grand II/III
- 213 Navigating NASPA: An "Insider's Guide" to the Association**
Monday, March 8 3:45 - 5:00 p.m.
Sheraton Superior A
- 335 Task Force on the Future of Student Affairs**
Tuesday, March 9 9:30 - 10:45 a.m.
Sheraton Ballroom V
- 339 The NASPA Foundation - Recognizing Legacies and Moving the Profession Forward**
Tuesday, March 9 9:30 - 10:45 a.m.
Sheraton Ohio
- 365 Invited Feedback Forum on a Shared Set of Professional Competency Areas**
Tuesday, March 9 11:00 AM - 12:15 p.m.
Marriott Chicago B
- 439 Integration of Learning: Meaning Making for Undergraduates through Connection, Application and Synthesis**
Tuesday, March 9 2:00 - 3:15 p.m.
Marriott Chicago G
- 440 Educating for Personal and Social Responsibility: Our Core Commitments?**
Tuesday, March 9 2:00 - 3:15 p.m.
Sheraton Ontario
- 460 So, What Exactly is the NASPA Case Study Competition?**
Tuesday, March 9 2:00 - 3:15 p.m.
Marriott Kane
- 200 NASPA/ACPA Consolidation Open Forum 2**
Tuesday, March 9 2:00 - 3:15 p.m.
Sheraton Ballroom I

JOURNAL OF STUDENT AFFAIRS RESEARCH & PRACTICE SESSIONS

- 1 So, You Think You Can Write? A JSARP Sponsored Writing Workshop**
Saturday, March 6 9:00 a.m. - 4:00 p.m.
Marriott Chicago A
- 71 Meet the Authors and Celebrate The Inaugural Issue of JSARP**
Monday, March 8 10:00 - 11:15 a.m.
Sheraton Missouri
- 287 Publishing in NASPA's Scholarly Journals**
Tuesday, March 9 8:00 - 9:15 a.m.
Marriott Ohio
- 487 How to Publish in the Journal of Student Affairs Research and Practice**
Tuesday, March 9 3:30 - 4:45 p.m.
Sheraton Missouri



Knowledge Community Sponsored Programs

Each of the NASPA Knowledge Communities (KCs) and Divisions have the opportunity to sponsor program at the conference that reflect their focus in student affairs. KCs provide opportunities for professionals with similar interests to explore topics for discussion and debate, to exchange programming ideas, and to focus on issues for consideration of the NASPA Board of Directors. Participation is open to any NASPA member. More information is available at the NASPA Community Fair, Monday, March 8, from 7:15 – 9:15 p.m., Marriott Grand Ballroom III/IV.

Administrators in Graduate and Professional Student Services

- 163 Institutional Efforts to Retain Graduate Students of Color
- 285 Peer Sexual Violence: Building Services for Grad/Prof Students
- 511 The Value of Peer Mentoring for Graduate Students

African American Concerns

- 125 Nourishing Racially Diverse Students' Sense of Belonging at PWIs
- 324 Movement In The Right Direction: African American Retention
- 444 How Black Men and Black Women Experience College Differently

Alcohol and Other Drug

- 268 Alcohol Use by Entering College Freshmen: Practice Implications
- 484 Medical Amnesty Policies: Elements, Strategies, & Implementation

Asian Pacific Islanders Concerns

- 137 The Legacy of Multiracial/ethnic Asian Pacific American Staff
- 201 Employing the Learning Partnership Model with Peer Advisors
- 325 Negotiating life among/between Asian American and LGB communities

Assessment, Evaluation, and Research

- 49 Be the Movement: Taking Assessment from Data to Action!
- 312 Focus Groups: Debunking Misperceptions for Assessment Quality
- 500 Peer Multicultural Dialogue Leaders' Learning: A Case Study

Campus Safety

- 174 Safety Best Practices: Public/Private & Legal Implications
- 225 Student Safety: Assessing the Student Voice
- 302 A Safer, Socially Just Community: OVA Model of Campus Response

Disability

- 53 Creating Simple Institution-Wide Accessibility and Inclusion
- 171 Project Access: International Travel for People with Disabilities
- 438 Disability Reframed: The Inclusion Movement

Fraternity & Sorority Affairs

- 233 Values Based Student Development Initiative: An Empirical Study
- 383 Affective vs. Cognitive Learning: Fraternity/Sorority Experience
- 428 Advancing Fraternity & Sorority Research: Improving the Movement

Gay, Lesbian, Bisexual & Transgender Issues

- 113 Genderism: Transgender Students and Binary Systems
- 164 Interconnectedness of Queer Students of Color
- 313 Fostering LGBT-Inclusive Student Affairs Preparation Programs

Health in Higher Education

- 232 The Value of Listening: Wellness Among Underrepresented Students
- 388 Campus Mental Health Services: What Happens in the Black Box?
- 437 Depression, Recovery, and Student Success

Indigenous Peoples

- 104 Continuing the Legacy of Self-determination through a Tribal Learning Community
- 332 Student Affairs Partnerships and Collaborations to Promote Indigenous Student Success
- 456 Race Related Stress, Acculturation, and Resilience of American Indian Students

International Education

- 67 Learning Outcomes to Promote Intergenerational Development
- 234 Why They Go Abroad: Exchange Student Motivations and Influences
- 503 Silk Road to the Future-International Learning Voyage to China

Latino/a

- 203 Faces of Hispanic/Latino Student Involvement in Leadership Roles
- 291 The Environmental Affects on Latino Males
- 396 Family and Self-determination in Latino First-generation Students

Men and Masculinities

- 192 Black Men and Masculinities: New Insights and Implications
- 304 College Men and Masculinities: About the Book
- 430 Best Practices for Engaging College Men in the Common Good

New Professionals & Graduate Students

- 180 The Next Move: Planning Your Career in Student Affairs
- 515 What Graduate School Didn't Teach You: For New Staff and Students

Parent and Family Relations

- 46 Adopting New Programs for GenX Parents and Their Students
- 197 Creating a New Parent and Family Organization Legacy
- 387 Building Partnerships for Parent & Family Programs

Spirituality and Religion in Higher Education

- 80 Promising Practices: Spirituality in Higher Education
- 271 Church vs State: Navigating Religio-Spiritual Dialogue on Campus
- 431 Big Questions Cafe: Engaging, Eating, Enacting

Student Affairs Development and External Relations

- 276 Donors' Ideas & Divisions' Needs: Effective Fundraising
- 481 Creating a Legacy: Basics of Fundraising in Student Affairs





Student Affairs Partnering With Academic Affairs

- 50 Benefit Together: Collaborative Faculty Administrator Engagement
- 395 Faculty Partnership in Orientation for Underrepresented Groups
- 461 Student Affairs' Role in Broadening Participation in STEM

Student Leadership Programs

- 90 Using the Learning Partnerships Model to Build Student Engagement
- 154 Cultural Transferability of Socially Responsible Leadership
- 317 Leadership Education: Environments that Create Movements

Sustainability

- 134 Sustaining Your Sustainability: Navigating The Journey
- 153 Creating Litter Free Campuses with Keep America Beautiful
- 435 Comprehensive Sustainability Assessment: STARS Technology

Technology

- 150 Clicking Through to Student Engagement: Using CRM Technology
- 426 Work/life Balance in Social Networking: Making Tools Work for You
- 463 The Commons: The Campus of the Future

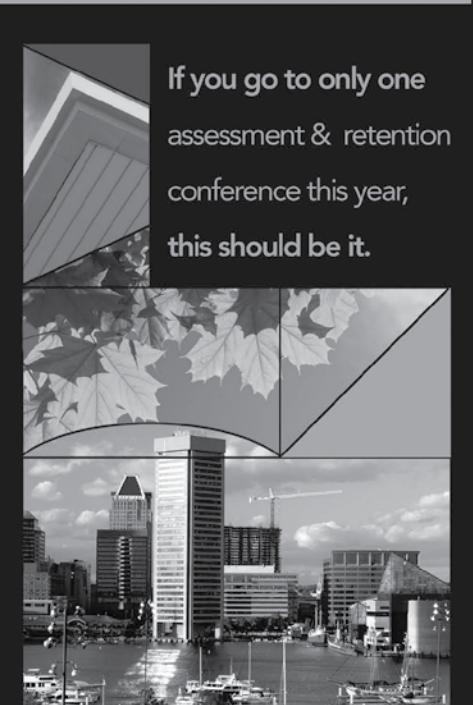
Women in Student Affairs

- 77 Preceptresses, Deans of Women, and Susan's Aunt Caroline
- 237 Balancing Your Legacy: Motherhood and Student Affairs
- 466 Womens' Paths to the SSAO by Race/Ethnicity and Institution Type

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Student Affairs and the New Economy

Think Tank Participants Identify Opportunities, Strategies

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Student Affairs Administrators in Higher Education

National College Depression Partnership | Fundraising | Narcissism Epidemic

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Involvement Makes A Difference

NASPA Consortium Reports Data on Key Student Service Areas

Management Coaching | Easing Transition for Transfer Students | Boost Retention and Graduation Rates

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Saturday, March 6: Pre-Conference Sessions

Saturday, March 6

Saturday Schedule

9:00 a.m. - 4:00 p.m.

8:00 a.m. – 5:00 p.m.

Conference Registration

Sheraton-Convention Registration

8:30 a.m. – 11:30 a.m.

Knowledge Community National Chair Orientation

Marriott Lincolnshire

9:00 a.m. – 4:00 p.m.

Faculty Fellows Retreat

Marriott Denver

IASAS General Meeting

Marriott Purdue/Wisconsin

12:30 p.m. – 2:00 p.m.

Knowledge Community Leadership Assembly

Marriott Grand Ballroom Salon II

1:00 p.m. – 5:00 p.m.

NASPA 2010-2011 Board Orientation

Sheraton Michigan A

2:00 p.m. – 5:00 p.m.

IU Symposium - Retirement for George Kuh

Sheraton Ballroom III

3:00 p.m. – 5:00 p.m.

Knowledge Community National Chair and Regional Coordinator Leadership Meeting

Marriott Grand Ballroom Salon II

6:00 p.m. – 8:00 p.m.

George Kuh Retirement Celebration

Sheraton #3101-NASPA President's Suite

Full Day – 9:00 a.m. – 4:00 p.m.

1 So, You Think You Can Write? A JSARP-Sponsored Writing Workshop

Marriott Chicago A
Kathleen Manning, *University of Vermont*
Phyllis McCluskey-Titus, *Illinois State University*
Raymond Quirolgico, *University of San Francisco*
Jorg Vianden, *University of Arkansas*
Patience Whitworth

Writing for professional publication is an important and useful skill for student affairs practitioners and faculty members. This intensive writing workshop will introduce writers new to professional writing to the processes of writing, submission, and publication in professional journals. A major workshop goal will be to demystify the publication process such that participant writers feel confident about their potential to publish. Participants will experience three-on-one coaching on a piece of writing they bring with them to the workshop.

2 Health in Higher Education Knowledge Community 2010 Preconference

Marriott Miami
Paula Swinford, *University of Southern California*

Are you responsible for one or more functional areas of student health and wellness, but without much formal academic training in this area? Would you like to learn more about developing and implementing effective, student-centered, health and wellness initiatives that incorporate important aspects of health into student academic retention and success? Join us to explore major paradigms, theories, and strategies of health promotion, alcohol, other drug and tobacco prevention, and wellness with colleagues from all disciplines.

2a APPEX: And Still We Rise...

Marriott Chicago B
Mamta Accapadi, *Oregon State University*
Tae-Sun Kim, *Syracuse University*
Linda Luik, *University of Illinois-Urbana-Champaign*
Bindi Patel, *New York University*
Tedd Vanadilok, *Northwestern*
Nicole Virtucio, *California State University, Fullerton*

APPEX is an interactive summit designed to address the professional/leadership development of Asian/Pacific Islander/Desi American (APIDA) student affairs professionals in a multiculturally competent and holistic context. Through a series of workshop presentations in a pre-conference institute format, APPEX encourages APIDA professionals to rely on identity as a professional strength and source of empowerment.

Half-Day – 9:00 a.m. – 12:00 p.m.

3a NUFP Pre-Conference Workshop

Marriott Chicago F/G
Nathan Victoria, *NASPA*
Anna Gonzales, *University of Illinois, Urbana Champaign*
Aris Mosier, *North Carolina State University*

The mission of the NASPA Undergraduate Fellows Program (NUFP), a semi-structured mentoring program for undergraduate students, is to increase the number of historically disenfranchised and underrepresented professionals in student affairs and/or higher education. This session is designed specifically for current NUFP fellows, and will focus on exploring a career in student affairs and/or higher education administration. This highly interactive workshop will bring current fellows together with program alumni, NUFP board members, and accomplished professionals in the field. You must be a NUFP fellow or mentor in order to attend. *Registration for the SALT pre-conference (#3b) was included with this registration.*

4 Creating Social Justice: Best Practices and Lessons Learned

Marriott Chicago C
Kathy Obear, *Social Justice Training Institute*
Vernon Wall, *Social Justice Training Institute*
Jamie Washington, *Social Justice Training Institute*

Well-intended diversity initiatives often fall short of desired outcomes. While increasing awareness, most do not create significant, sustainable organizational change. How can student affairs professionals create inclusive, socially just campus communities through systemic, long-term culture change? Experienced organizational development consultants share best practices and lessons learned from strategic organizational change efforts to create inclusive, multicultural campus communities.

5 College Success and the Cinema

Marriott Chicago H
Eileen Merberg, *Buffalo State College*
Tim Ecklund, *Buffalo State College*

John Cusack struggles to bring purpose to his life, while Robin Williams provides the support needed so a student can move toward developing intellectual and social competence. Perhaps the most widely known and applied theory of student development, Arthur Chickering's psychosocial model of identity development comes to life through engaging and powerful movie clips highlighting each vector along which traditionally aged college students develop. Learn how to apply the theory to enhance our students' success.



- 6 Good Service? Great Service? Give Students Superior Services!**
 Marriott LA
 Peter Wielinski, *Lake Superior College*
 Beth Adams, *Lake Superior College*
- Many campuses struggle with the notion of embracing customer service philosophies in their quests to improve support services. By choosing to focus on 'service' within higher education, as opposed to focusing on 'customer' and its various problematic connotations, institutions may discover and explore the common ground between academic affairs and student services that leads to more fruitful collaborations toward enhancing student success and persistence. Participants will be introduced to the concept of Superior Service and leave with a framework of philosophies, practices, and assessment tools that will aid them in formulating plans to move their levels of service from good, to great, to Superior.
- Half-Day – 1:00 p.m. – 4:00 p.m.**
- 32 An Insider's Guide to Survey Design and Administration**
 Marriott Northwestern
 Annemieke Rice, *StudentVoice*
 Amy Feder, *StudentVoice*
- This session will provide a solid foundation in survey methodology with an emphasis on 'designing with the end in mind.' Participants will practice writing and editing, therefore they are encouraged to bring a survey draft to the session. (Practice instruments will also be available.) In addition to the basics, the session will cover important topics such as accessibility, question bias, response rate, and learning outcomes assessment as they relate to surveys. Participants will bring a binder of resources back to campus.
- 7 Positive Student Development Theory: A New Lens for the Field**
 Marriott LA
 Eileen Hulme, *Azusa Pacific University*
 Karin Klinger, *Baylor University*
 Frank Shushok, *Virginia Tech*
- Positive student development theory provides an alternative approach to the conceptualization of student development by studying the strengths of character that lead to student success. This session will introduce five strengths including: hope, zest, curiosity, altruistic love, and gratitude as the theoretical foundation for positive student development theory. Practical suggestions on how to assess and develop these strengths will be discussed.
- 8 Responding to Troubled Students: The Role of Student Affairs**
 Marriott Chicago H
 J. Michael Rollo, *Florida Gulf Coast University*
 Wayne Griffin, *University of Florida*
- When students, who by their actions or behavior disrupt the lives of others on campus, sensitive and caring responses by student affairs professionals become important aspects of the support system within the university community. Whether through individual crises or disruptive acts, the possibility of harm to themselves or others requires the undivided attention of some of our most skilled staff to adequately address the concerns of these students. Participants in this half-day workshop will gain information and knowledge pertaining to the nature of, and distinction between, disruptive, troubled, and disturbed individuals, and how best to respond to the unique circumstances that result from this type of behavior in a university setting. Awareness of preventative measures to enhance campuswide awareness of warning signs, mechanisms for collaborative information sharing, and several models for assessment and intervention will be learned through the use of presentation by the workshop facilitators and case studies. These skills will assist campus professionals to improve their risk management thought processes and develop threat assessment as part of their responses to student concerns. Interaction between participants will provide opportunities to develop responses to complex and challenging situations that require careful thought, understanding, and collaboration.
- 9 Crafting Our Legacy through Conflict Resolution Systems**
 Marriott Chicago C
 Richard Olshak, *Illinois State University*
- This workshop is designed to assist participants in creating a practical approach to the development and implementation of effective conflict systems (mediation, arbitration, restorative justice, etc.) in the higher education environment. Needs assessment will be explored, as the development of a collaborative approach to impacting conflict systems on campus. Participants will explore conflict and conflict styles and identify their own conflict preferences.
- 1 1/2 Day Pre-Conference Workshops Saturday 1:00 p.m. - 4:00 p.m. & Sunday 9:00 a.m. - 4:00 p.m.**
- 3b Student Affairs Leaders of Tomorrow: Undergraduate Pre-Conference**
 Marriott Grand Ballroom Salon I
 Nathan Victoria, *NASPA*
- In this experiential learning opportunity, participants will gain an understanding of student affairs work and national associations and hone the tools and resources necessary for a successful career in student affairs. Topics will include: a brief overview of student affairs, the rewards of working on a college campus, ways to get relevant student affairs experience as an undergraduate, and graduate school as a pathway to the profession, among other things. Participants will also have a chance to network with faculty, graduate students, and student affairs professionals from colleges and universities across the country.
- 10 International Symposium 2010 – Lessons and Legacy in Student Affairs Around the World**
 Sheraton Michigan B Foyer
 Olga Rybalkina, *Palm Beach Atlantic University*
- Celebrating its 15th anniversary, the NASPA International Symposium serves as a key venue for professional collaboration and exchange in the field of student affairs between international and American colleagues.
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Sunday, March 7

Sunday Schedule

<p>8:00 a.m. – 5:00 p.m.</p> <p>Conference Registration <i>Sheraton-Convention Registration</i></p> <p>Enough is Enough Chicago Community Forum <i>Sheraton Mayfair</i></p> <p>8:00 a.m. – 12:00 p.m.</p> <p>NASPA Foundation Board Meeting <i>Marriott Armitage</i></p> <p>8:00 a.m. – 10:00 a.m.</p> <p>JASPA Mass <i>Marriott Addison</i></p> <p>8:15 a.m. – 9:45 a.m.</p> <p>Public Policy Division Meeting <i>Marriott Grace</i></p> <p>8:30 a.m. – 10:00 a.m.</p> <p>Leadership for Health, Wellness, and Learning Knowledge Community Meeting <i>Marriott McHenry</i></p> <p>9:00 a.m. – 3:00 p.m.</p> <p>NASPA Doctoral Student Seminar <i>Marriott Kansas City</i></p> <p>9:00 a.m. – 12:00 p.m.</p> <p>NASPA IV-E Mid Level Managers Institute Meeting <i>Sheraton Mississippi</i></p> <p>9:00 a.m. – 11:00 a.m.</p> <p>JSARP Editors Meeting <i>Sheraton Illinois Boardroom</i></p> <p>10:00 a.m. – 12:30 p.m.</p> <p>James E. Scott Academy Board Meeting <i>Sheraton Arkansas</i></p> <p>12:00 p.m. – 2:00 p.m.</p> <p>Interfraternal Luncheon <i>Marriott Grand Ballroom Salon II</i></p> <p>12:30 p.m. – 4:30 p.m.</p> <p>JSARP Editorial Board Meeting <i>Sheraton Columbus</i></p>	<p>1:00 p.m. – 3:00 p.m.</p> <p>Association of Public and Land-Grant Universities Council on Student Affairs Executive Board Meeting <i>Sheraton Lincoln Boardroom</i></p> <p>Region I Advisory Board Meeting <i>Marriott Clark</i></p> <p>Region II Advisory Board Meeting <i>Marriott Addison</i></p> <p>Region III Advisory Board Meeting <i>Sheraton Arkansas</i></p> <p>Region IV-East Advisory Board Meeting <i>Sheraton Missouri</i></p> <p>Region IV-West Advisory Board Meeting <i>Marriott Belmont</i></p> <p>Region V Advisory Board Meeting <i>Sheraton Ontario</i></p> <p>Region VI Advisory Board Meeting <i>Sheraton Colorado</i></p> <p>1:00 p.m. – 2:00 p.m.</p> <p>Graduate Student/New Professional Case Study Competition Orientation <i>Sheraton Mississippi</i></p> <p>1:30 p.m. – 4:30 p.m.</p> <p>Meeting of the ACC Chief Student Affairs Officers <i>Marriott Scottsdale</i></p> <p>2:00 p.m. – 4:30 p.m.</p> <p>Exhibit Hall is Available <i>Sheraton River Exhibition Hall</i></p> <p>2:00 p.m. – 4:00 p.m.</p> <p>Center for Women Advisory Board Meeting <i>Marriott O'Hare</i></p> <p>NASPA History Advisory Committee Meeting <i>Marriott Grace</i></p>	<p>2:45 p.m. – 4:45 p.m.</p> <p>UWL Capstone Class <i>Marriott Great America</i></p> <p>3:00 p.m. – 4:00 p.m.</p> <p>2010 Program Committee Meeting <i>Sheraton Lincoln Boardroom</i></p> <p>Conference Connections <i>Marriott Grand Ballroom Salon II</i></p> <p>3:30 p.m. – 4:30 p.m.</p> <p>Men and Masculinities Business Meeting <i>Sheraton Illinois Boardroom</i></p> <p>Region V and VI Leadership Meeting <i>Sheraton Colorado</i></p> <p>3:30 p.m. – 4:15 p.m.</p> <p>Multi-Faith Gathering & Celebration <i>Marriott Dupage</i></p> <p>4:00 p.m. – 6:00 p.m.</p> <p>Clemson University Study Abroad <i>Marriott Cook</i></p> <p>5:00 p.m. – 7:00 p.m.</p> <p>Opening Session & Featured Speaker - Martha Kanter <i>Sheraton Chicago Ballroom</i></p> <p>7:00 p.m. – 9:00 p.m.</p> <p>Opening Reception <i>Sheraton Floors 1-4</i></p> <p>8:30 p.m. – 11:00 p.m.</p> <p>African American Men and Women Summit Reception <i>Sheraton Superior</i></p>
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Pre-Conference Workshops

Full Day – 9:00 a.m. – 4:00 p.m.

- 3b** **SALT: Undergraduate Pre-Conference (continued)**
Marriott Grand Ballroom Salon I
 Nathan Victoria, NASPA

- 10** **International Symposium 2010: Lessons and Legacy in Student Affairs Around the World (continued)**
Sheraton Michigan
 Olga Rybalkina, *Palm Beach Atlantic University*

- 11** **Latino/a Issues in Higher Education Institute**
Marriott Wisconsin/Purdue
 Alexander Gonzalez, *University of New Mexico*
 Adriana Alicea-Rodriguez, *University of Texas-San Antonio*
 Michelle Espino, *University of Georgia*
 Juan Guardia, *Florida State University*
 Cecilia Lalama, *Boston University*
 Kelvin Rodriguez, *Florida State University*

The Latino/a Issues in Higher Education Institute will focus on various issues related to current topics in an effort to foster a community of understanding and appreciation for issues pertaining to Latinos/as in higher education. The institute will host the fourth 'Comadre Circle' and 'Latino Male Summit' and will address the following critical issues throughout the full-day pre-conference session: state of Latinos/as in higher education, current higher education policies affecting Latino/a students, immigration and language issues, strategic agenda setting, identity and the profession, doctoral education, male and female issues of concern, professional development, familial/cultural values, mentoring and networking, and professional growth in higher education. A number of experienced higher education administrators and senior student affairs officers from NASPA will present information throughout the institute. The goal will be to provide professional development, fellowship, and networking among Latino/a graduate students, new, mid-level, and senior-level administrative professionals in NASPA through informal and formal dialogue.

12

Tweet: Point-Click-Connect to Graduate Students & Adult Learners *Off-Site Venue*

Jessica Edonick, *Drexel University*
 Sarah Minnis, *Texas A&M University*
 Rosalind Moore, *The University of Alabama*
 Katie O'Dair, *Boston College*
 Lesley Perry, *Northwestern University*
 Stephen Scott, *Northwestern University*
 Liz Thurston, *Harvard University*
 Candace Wannamaker, *Drexel University*

This full-day workshop at Northwestern University will focus on the ways student affairs professionals can communicate with graduate students and adult learners using technology. Workshop attendees will review the various social networking sites students are utilizing, learn more about the impact of these communication tools on adult learners, and discuss ways to maintain a personal connection in light of automation. Participants will also have the opportunity to discuss hot topics and share best practices from their own campuses.

13

What More Can We Do? Building the New Legacy of Campus Safety

Sheraton Erie
 C. Ryan Akers, *Mississippi State University*
 Donna Barry, *Montclair State University*

This collaborative effort between NASPA's Campus Safety KC and ACHA's Campus Violence Coalition offers expertise from a variety of well-respected professionals with specific knowledge in the critical areas of today's campus safety and security, including campus emergency management; psychological first aid; H1N1 influenza; campus safety legislation; behavioral and threat assessment teams; the role of ICS and NIMS on campus, etc. The workshop agenda incorporates lecture and panel discussion to engage the audience in this critical area.

14

Addressing The Changing Face Of Native American Students

Marriott Denver/Houston
 Amanda Tachine, *The University of Arizona*
 Heather Shotton, *University of Oklahoma*

Native American student representation in higher education is on a steady rise. From 1976 to 2007, enrollment of Native American students doubled, constituting an increase from 76,000 to 190,000 (National Center for Education Statistics). With an increase in enrollment of Native American students, higher education institutions are challenged to increase support and services for these students. An added challenge that continues to surface is providing adequate support for the constantly changing profile of Native American students. Much of the work that has been done to advance the support for Native American students has been based on historical movements and issues that pervaded among Native American students in the past. While many issues that existed in the past are still relevant today and, as we welcome a new generation of Native American students, we are faced with emerging issues that call for creative ways to support these students. This pre-conference session will address the following questions: 1.) How can we support Native American students amidst constant change?, and 2) How do we build on the historical legacy of leadership and research to shape a new generation of Native American leaders? These questions will be answered by first providing participants with foundational knowledge regarding the historical movement of Native American students in higher education. Secondly, participants will explore the changing profile of Native American students in higher education today. This session will include a panel discussion of current challenges and issues that are evident today among Native American students at varying types of institutions. Student-initiated programs will then be shared to provide an alternative perspective on ways to support Native American students that fosters leadership development. Lastly, participants will engage in an interactive discussion that investigates strategies and recommendations to better support Native American students in higher education.



Opening Session/Keynote Speaker
Martha J. Kanter
5:00 p.m. - 7:00 p.m.
Sheraton Chicago Ballroom



<p>15 African American Women's Summit: Live the Legacy Using Strengths</p> <p><i>Sheraton Superior B</i></p> <p>Carolyn Y. Brightharp, <i>Virginia College in Greenville</i></p> <p>Gail Buck, <i>Loyola Marymount University</i></p> <p>Wilma J. Henry, <i>University of South Florida</i></p> <p>Tracy Shaw, <i>Loyola Marymount University</i></p> <p>Bettina C. Shuford, <i>Bowling Green State University</i></p> <p>Despite higher education's best effort to increase the representation of diverse populations in higher education, African American women continue to wrestle with racism, sexism, and homophobia in the academy. The summit will provide a forum for participants to explore their strengths via the Clifton StrengthsFinder Assessment. Seasoned professionals will provide an interactive session to help participants capitalize on their strengths and develop strategies that promote growth in their profession.</p>	<p>17 The Community College Institute 2010: Survival 2010: Positive Strategies to Deal with Student Services Challenges in These Unprecedented Times</p> <p><i>Sheraton Ohio</i></p> <p>Denise Swett, <i>Foothill College</i></p> <p>Yvette Galloway, <i>Prince George Community College</i></p> <p>John Laws, <i>Ivy Tech Community College</i></p> <p>Jason Martinez, <i>Estrella Mountain Community College</i></p> <p>Kate Mueller, <i>Orange Coast College</i></p> <p>Lisa Waits, <i>Solano College</i></p> <p>The Community College Institute is a full-day professional development program providing extended learning opportunities in areas significantly impacting community college student services professionals. The institute provides an opportunity for managers, faculty, and staff to learn from expert colleagues about strategies, best practices for mitigating challenges, and how to work together to develop new approaches and tools to more effectively manage these issues. This year's focus is on how to deal with the unprecedented times we are all experiencing with competing priorities, economic downturns, high senior-level retirements, difficult and frustrating accreditation issues, violent campus incidents, keeping students enrolled and engaged, extensive budget cuts, and more. The emphasis will be on positive strategies to deal with the issues – not the issues themselves. Participants will hear from colleagues and take part in discussions about each topic in an effort to achieve renewed determination and identify new strategies to address these problems, and even turn some around to 'never waste a crisis.'</p>	<p>18 Beyond Rainbows: The Legacy & Future of LGBTQ Inclusion on Campus</p> <p><i>Marriott Chicago C</i></p> <p>Raja Bhattacharjee, <i>University of Redlands</i></p> <p>Sarah Bendoraitis, <i>American University</i></p> <p>Joshua Johnson, <i>Northern Illinois University</i></p> <p>Mark Martell, <i>University of Illinois at Chicago</i></p> <p>Leslie Morrow, <i>University of Illinois at Urbana-Champaign</i></p> <p>Susan Rankin, <i>The Pennsylvania State University</i></p> <p>Michael Shutt, <i>Emory University</i></p> <p>Shiva Subbaraman, <i>Georgetown University</i></p> <p>The 10th GLBTKC Institute examines the LGBTQ movement, its influence on higher education, and how it shaped the rights, cultures, and relationships of students and professionals. Through interactive activities, participants will gain a deeper understanding of their identities and the LGBTQ community. The day will progress to discussions around your campus and gaining skills to assess and address issues in creating change and inclusion. By learning our multiple histories and sharing resources, participants will leave with skills to inspire action.</p>
<p>16 African American Male Summit (AAAMS)</p> <p><i>Sheraton Superior A</i></p> <p>Robert Page, <i>The University of Kansas</i></p> <p>Tyrone Bledsoe, <i>Student African American Brotherhood</i></p> <p>Michael Cuyjet, <i>University of Louisville</i></p> <p>Shaun Harper, <i>University of Pennsylvania</i></p> <p>Brian Hemphill, <i>Vice Northern Illinois University</i></p> <p>James Kitchen, <i>San Diego State University</i></p> <p>Larry Roper, <i>Oregon State University</i></p> <p>Jamie Washington, <i>Washington Consulting Group</i></p> <p>The African American Female & Male Summit will provide professional development, fellowship, and networking among the senior and mid-level and new professional African American men and women in NASPA through informal and formal dialogue and mentoring. This summit will allow participants to focus on and discuss issues such as professionalism, professional development & growth, family values/spirituality/ethics, mentoring, developing relationships, and networking.</p>	<p>19 Mid-Level Institute for Small College and University Professional</p> <p><i>Marriott LA/Miami</i></p> <p>Mike Vetter, <i>Transylvania University</i></p> <p>Kathy Cavins, <i>Illinois Wesleyan</i></p> <p>Ann Highum, <i>Luther College</i></p> <p>Renee Moore, <i>University of the Incarnate Word</i></p> <p>Mid-level professionals at small colleges and universities play a unique role within the organization. They are supervisors, budget managers, change agents, programmers, and student advocates, and it is expected that they manage all of these tasks ethically and responsibly, yet there is often not much training on these issues at the entry level. This workshop will provide an intensive, but highly interactive professional development experience intended to broaden participants' perspectives on such issues as: supervision, conflict, legal and ethical issues, politics and organizational change, and being a reflective practitioner.</p>	



19a

Gendered Legacies—At the Center of the Movement



Marriott Northwestern/Ohio

Katherine Rose-Mockry, *University of Kansas*

Annie McKay, *University of Kansas*

Kristina Juarez, *University of the Pacific*

Susan Marine, *Harvard*

Corrie Martin, *University of the Pacific*

Ashley Patterson, *University of the Pacific*

E. Dana Roof, *Bowling Green State University*

This full-day pre-conference is designed for women's center staff and those who work with gender-related issues to raise awareness of current issues, gain skills, share best practices, and engage in networking opportunities. The focus is on building on the history of the role of women's centers in providing essential services and resources to raise awareness in order to promote an equitable campus climate and increase opportunities and resources for success. Workshops will explore ways centers can increase effectiveness, address issues for populations at risk, and design themselves to be 'indispensable.'

Half-Day – 9:00 a.m. – 12:00 p.m.

20

Implementing Innovation: Moving from Theory to Practice



Marriott Indiana

Eric Jessup-Anger, *Michigan State University*

Marilyn Amey, *Michigan State University*

Beth McCuskey, *University of Wyoming*

One persistent challenge facing student affairs professionals is how to implement innovative ideas in their organizations. With the goal of supporting the efforts of leaders and change agents, we will share findings from a recent study that examined how three institutions put *Learning Reconsidered* into practice, provide recommendations for how to lead implementation and organizational change efforts gleaned from the study, and then lead a workshop for participants with the goal of developing campus-specific roadmaps to guide their efforts.

21

Building Intentional and Visionary Parent & Family Programs



Marriott Cook

Cara Appel-Silbaugh, *University of California, San Diego*

Toby Davidow, *The George Washington University*

Chad Barnhardt, *Ohio University*

Sheri King, *Griffin Campus*

Mela Kunitz, *Reed College*

Ryan Lombardi, *Ohio University*

Marjorie Savage, *University of Minnesota*

Sarah Schupp, *University Parent.com*

Brian Watkins, *University of Maryland, College Park*

Angela M. Watson, *UMass Dartmouth*

The Parent & Family Relations Knowledge Community presents a Parent & Family Relations Institute. This half-day pre-conference session will allow participants to choose two of three tracks to attend during the course of the institute. The Newcomer Track will introduce how to build a parent and family program. The Re-Energize track will discuss how to maintain a strong program with a highlight on resources. The Best Practices track will allow participants to learn best practices for program design with attention to not only practical solutions but also scholarly research. Participants will be given the opportunity to connect with one another as well as seasoned administrators that work with parents and families in higher education.

22

Success Strategies for Doctoral Students of Color



Marriott Lincolnshire II

Shaunna Payne Gold, *University of Maryland College Park*

Carmen McCallum, *The University of Michigan*

Pamela Peters, *Cardinal Stritch University*

Doctoral students of color often face challenges when making the decision to pursue doctoral studies (Malaney, 1987; Olson & King, 1985; Pooch, 1999; 2000; Stoecker, 1991). Additionally the isolation of doctoral work may be daunting and create a barrier between the student and completion of the doctorate. This workshop is designed to dispel the mystique of doctoral student life and create a learning community that will serve as an accountability group in the future. This workshop is specifically designed for doctoral students and professionals considering doctoral work.

23

Campus Emergency Response Planning



Sheraton Ontario

Grant Azdell, *Randolph-Macon College*

Kristin Morgan, *Lynchburg Life Saving Crew*

Student affairs professionals are often called upon to plan for the worst. Campus threats and threat assessments have dominated our recent landscape. How can we best prepare for what might threaten our campus? This interactive half-day session will teach participants how to get started or improve existing emergency plans for their campus. Real-life scenarios will be tested with input from the participants. Incident Command System models will be utilized and explained fully so participants take home a greater understanding of this process.

24

Student Leadership: Reviewing our History, Embracing the Movement



Marriott Michigan State

Gareth McVicar, *University of Calgary*

Matt Garrett, *Emory University*

Heather Haynes, *Duke University*

Melissa Shehane, *Texas A&M University*

Student leadership is an ever-evolving concept. As such, this workshop will look at different times in history when student leadership has been popular, as well as the trends that have driven that popularity. This workshop will also juxtapose the history of student leadership with the direction of the current movement, including student leadership's parallels to social justice and service-learning. Participants in this workshop can expect an interactive dialogue on current trends, best practices, assessment, and the importance of reflection.



- 25 Reframing Faculty Resistance to Academic Advising**
 Marriott Michigan
 Mitchell Levy, LaGuardia Community College
 Laura McGowan, LaGuardia Community College
 Bernard Polnariev, LaGuardia Community College

The presenters will demonstrate how re-framing faculty apprehension to advising ushered in a positive paradigm shift at LaGuardia Community College. This led to the incorporation of student affairs-based values and skills to enhance advising conducted within academic departments. In addition, the presenters will demonstrate how standardized assessment instruments were employed to drive this change in institutional culture. Attendees will participate in case analysis discussions and learn how to adapt this approach to their specific institutions.

- 26 Media Training for Student Affairs Professionals**
 Marriott Iowa
 Teresa Parrot, Widmeyer Communications

Higher education spokespeople are no longer only those with 'communications' or 'marketing' in their titles. It is common for student affairs officers and administrators to be included among an institution's panel of sources for the media. Most student affairs staff, however, have not had the benefit of media training. That changes today! Join Teresa Valerio Parrot, vice president for Widmeyer Communications, for an interactive session that will teach you how to communicate effectively in a variety of situations, both crisis and non-crisis. Learn how to develop talking points, stick to them, and hold your own in an interview. And learn how to position yourself as a resource to your administration and public affairs offices and offer a possible solution to the institution's communications needs.

- 27 A Decision-Making Framework for Student Judicial Affairs**
 Marriott Dupage
 Nancy Twynam, Thompson Rivers University

Decision making in student affairs is a challenging and often alarming task. A decision made by a student affairs administrator can impact students' academic careers and lives, as well as the institution's safety and integrity. During this workshop, participants will apply Twynam's Decision-Making Framework (DMF) to a variety of complex campus scenarios. The DMF is a tool derived from research and practice, designed to assist student affairs practitioners with decisions that are consistent, fair and safe, and within the guidelines of relevant policies and laws.

Half-Day – 1:00 p.m. – 4:00 p.m.

- 28 Wounded Warriors: What Higher Ed Professionals Need to Know**
 Marriott Iowa
 Mary Lee Vance, UW Superior
 Paul D. Grossman, Hastings College of Law

Up to 1.5 million OIF and OEF veterans may be eligible to pursue postsecondary education. The new GI Bill and the 2009 changes to the ADA could result in a large increase of veterans entering the halls of higher learning and expecting unprecedented accommodations. How have the veterans' experiences affected their potential for success in higher education? What do higher education professionals need to know about this particular group of veterans? Where does Universal Design fit in? Presenters will explore national best practices, highlights from a recent national survey of disability professionals across the nation with regards to their level of knowledge of the wounded warrior population, and illustrate how this population could positively challenge professionals to become more effective with all students.

- 29 How the Mighty Fall: Greek Communities on 21st Century Campuses**
 Marriott Michigan
 Cathy Scroggs, University of Missouri
 Jerry Brewer, University of South Carolina
 Kelly Jo Karnes, Association of Fraternity Advisors
 Eve Riley, National Panhellenic Conference
 Peter Smithisler, North American Interfraternity Conference
 Carrie Whittier, Association of Fraternity Advisors

Jim Collins' book *How the Mighty Fall and Why Some Companies Never Give In* discusses how once-great organizations declined and ultimately collapsed while others survived. Collins outlines the five stages of decline as: hubris born of success; undisciplined pursuit of more; denial of risk or peril; grasping for salvation; and capitulation to irrelevance or death. Do some campus fraternity and sorority chapters face similar challenges that Collins outlines in his book? How are campus and national organization leaders, fraternity and sorority professionals responding to these challenges? The Fraternity and Sorority Knowledge Community would like to invite senior student affairs officers and fraternity and sorority executives and national representatives to a discussion of how to avoid the fall of campus fraternity and sorority chapters and communities.

- 30 Asperger Syndrome: Challenges for Counseling/ Student Affairs**
 Marriott Lincolnshire II
 Lisa King, St. Catherine University
 Jane Theirfeld Brown, University of Connecticut School of Law

Students with Asperger Syndrome (AS) and other autism spectrum disorders are entering college in unprecedented numbers. Most students with AS have trouble regulating their behavior and affect, and in navigating the social and interpersonal aspects of college. This poses challenges to students in the social and co-curricular realm of college life. Consequently, it is often residence life, safety and security, or judicial affairs who get the first call regarding a student with AS. Thus, these difficult issues and uncharted accommodations fall to student affairs and counseling. This session will present a new model of service for college students with AS and the campuses they attend. The presenters will provide participants with strategies for collaboration, referral, and consultation to promote inclusion for students with Asperger Syndrome. This session will also devote time for case consultation and questions.

- 31 Understanding Why You Became a Student Affairs Educator**
 Sheraton Huron
 Ellen Meents-DeCaigny, DePaul University
 Jennifer Haworth, Loyola University Chicago

As student affairs educators, we rarely have time to stop and reflect on our work. Self reflection, however, can be an invaluable tool for helping us understand who we are in relation to our vocation and how we can be more effective in our work with students. Grounded in the work of Parker Palmer (1998), this interactive workshop will involve individual and group exercises designed to foster participants' discussion and reflection on why they became student affairs educators.

- 33 Divisional Learning Outcomes: An Integrative Approach**
 Marriott Michigan State
 Joseph Oravec, Bowling Green State University
 Steven Kampf, Bowling Green State University

This program will focus on providing participants the steps needed to develop divisional learning outcomes that integrate the curricular and co-curricular. Bowling Green State University completed this task through a divisional effort that provided for feedback from all members of the division of student affairs. Participants will be given a brief theoretical background on learning outcomes followed by a hands-on exercise that will guide the creation of student centered learning outcomes.



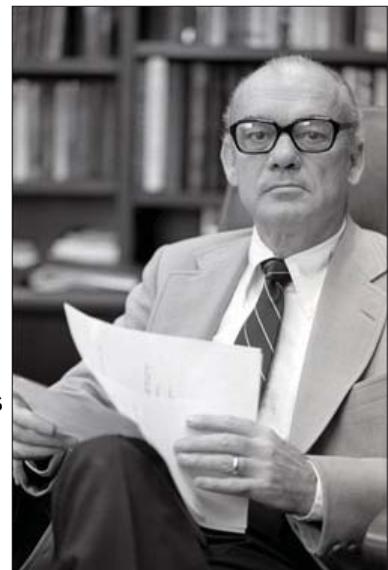
In Memoriam

John L. Blackburn 1924–2009

On July 3, 2009, higher education, student affairs and NASPA lost a great man. John L. Blackburn died at age 84.

Blackburn was a beloved member of the NASPA family who left an indelible mark on the University of Alabama campus and within NASPA.

Blackburn worked some five decades as an administrator then as a mentor and treasured counselor after he retired. Blackburn joined the University of Alabama community in 1956 as the assistant dean of men and was named dean of men in 1958. In 1968, he served as the university's first dean for student development. He worked at the University of Denver from 1969 until 1978, when he returned to Alabama as the vice president for educational development and led fund-raising and alumni activities until he retired in 1990. Following his retirement, the University of Alabama honored him by establishing the Blackburn Institute, a leadership development program formed to advance a progressive agenda for Alabama and educate and encourage tomorrow's leaders.



Blackburn's most notable accomplishments were born out of the civil rights struggle and racial unrest of the 1960s. During the desegregation movement, his leadership as the dean of men resulted in the peaceful integration of the University of Alabama, sparing the campus from the bloodshed and violence seen elsewhere.

The late John Wesley Rice, Jr., father of 2010 NASPA Annual Conference keynote speaker former U.S. Secretary of State Condoleezza Rice, wrote this of his friend, "Dr. Blackburn was constantly trying to make the communities he lived in and the college campuses he worked on better, more fair and ethical places. Dr. Blackburn's leadership, vision and commitment to education opened countless doors and created limitless opportunities for many of his students."

David Mathews, former University of Alabama president and Cabinet member under former President Gerald Ford, said "Blackburn was as responsible as anyone for successfully opening the door to integration that Governor Wallace felt obliged to block in 1963. We need more people who are committed to a singular goal: doing good. Though he never formally lectured students in a classroom, he taught students through his actions and examples. His living room was his classroom. For that legacy, the people of the state of Alabama owe John Blackburn an eternal debt."

Culpepper Clark, author of *The Schoolhouse Door: Segregation's Last Stand at the University of Alabama*, said of Blackburn, "When the roll is called of the legendary, iconic figures of the University of Alabama's 20th century faculty and staff, John L. Blackburn's name will be right there alongside Hudson Strode and "Bear" Bryant. Like them, he was a teacher and molder of students, only Blackburn did it among a cadre of students who confronted the most profound social transformation of the century, civil rights, and enabled those students to become leaders, not mere witnesses to history."

Blackburn's leadership extended beyond the University of Alabama into the larger arena of higher education. He served as NASPA President from 1973-1974. During his 1973 presidential address at the NASPA Annual Conference, Blackburn called for the establishment of a foundation capable of awarding research grants to individuals, institutions or agencies "for the purpose of furthering the development of student personnel administrators." The result was the NASPA Institute for Research and Development, which is now the NASPA Foundation.

In 1978, Blackburn was the recipient of the Scott Goodnight Award for Outstanding Performance as a Dean. In 1997, he was honored with the Fred Turner Award for Outstanding Service to NASPA. Both awards exemplify the high regard in which Blackburn was held by his student affairs peers.

Following his death in July 2009, *The Crimson White*, the University of Alabama's campus newspaper, said, "Great leaders are hard to find and the University of Alabama lost one in John L. Blackburn." The same can be said of NASPA and student affairs. We lost a great man and a great leader in John L. Blackburn.

Poster Sessions

Marriott Grand Ballroom III

NASPA poster sessions provide an opportunity for conference participants to view promising practices, innovative research, and successful campus programs from across the country. Posters will be available for conference attendees to peruse on their own from 9:00 a.m. – 3:30 p.m. on Monday. Poster presenters will be available from 12:45 - 3:30 p.m. Visit the poster sessions during this time to discuss information and findings.

- P1 Academics Beyond the Classroom: Integrating the Co-curriculum**
Colleen Bailey, *Grand Valley State University*
Michelle Burke, *Grand Valley State University*

More research than ever before is highlighting the correlation between positive trends in retention and students' positive on-campus experiences in and out of the classroom. Staff in the division of student services at Grand Valley State University (GVSU) have spent the last few years developing programming that will complement the rigorous classroom learning taking place at GVSU. The learning outcome-based programming model used in the division helps students and faculty make the most of co-curricular experiences available at Grand Valley. The programming model focuses around UniLOA Domains (University Learning Outcomes Assessment), and LEAP Learning Outcomes (Liberal Education and America's Promise). At the core of this model is connecting students' classroom learning with out-of-classroom experiences. Delivery of a seamless learning environment has been proven to enhance a student's learning experience at any level of schooling. The model encourages faculty to partner with student services staff to develop programming and service opportunities that enhance what students are doing in the classroom. The presentation will include a discussion of research statistics which support the student service division's 'Academics Beyond the Classroom' program plan and, after presenting the plan, brainstorming with participants about how staff can partner with faculty to provide a holistic (and beneficial) college experience to the students that they serve.

- P2 ACCESS: Improving Persistence & Academic Success**
Julia Kothe, *Colorado State University*
Cynthia Tate, *Colorado State University*

In response to the issue of low retention rates among an increasingly diverse student population, the ACCESS project at Colorado State University focuses on a twofold strategy: 1) inclusive, accessible teaching practices centered on the principles of Universal Design for Learning; and, 2) student self-advocacy. This exhibit spotlights the latter--provision of opportunities for students to gain the knowledge, skills, and tools needed to become fully engaged, self-directed students who successfully navigate their academic experience.

- P3 African American College Students' Help-seeking Attitudes toward Counseling and Religion**
Delcenia Collins, *University of Central Arkansas*

Many researchers have studied African American college students' help-seeking attitudes toward professional psychological help as a means to understand why they underutilize the college counseling center. Several of the studies have examined African American college students' help-seeking attitudes toward professional psychological help in relation to factors such as cultural mistrust, educational level, and Africentric values, just to name a few. However, the literature has understudied religion as a prominent variable effecting African American college students' help-seeking attitudes toward counseling. The purpose of this study was to examine the relationship between African American college students' help-seeking attitudes and their religious affiliation. Given the importance of religion to the African American community, it is important for counseling centers to examine and give great attention to this component.

- P4 Campus Religious Advisors: Goals for Student Development**
Kristin Moretto, *Michigan State University*

The purpose of this study was to explore the goals and strategies that campus religious advisors have for the development, spiritual or otherwise, of college students. The researcher interviewed a purposeful sample of campus religious advisors at a public school about their goals for the development of college students and the strategies they use to meet these goals. Topics presented will include involvement and integration, experiential learning, identity development, finding purpose and destiny, relationship and community, and self-authorship.

- P5 Circulating a Legacy: Libraries Promoting Inclusion on Campus**
Serjio Acevedo, *University of the Pacific*
Michelle Maloney, *University of the Pacific*

To broaden multicultural learning on campus, the University of the Pacific's university library partnered with the multicultural affairs office to create book displays tailored to cultural heritage months, as well as events celebrating LGBT and Women's history. The book displays boasted higher than average circulation rates, 20 – 53 percent, and promoted the rich co-curricular programming on campus.

- P6 Developing a Peer Involvement Advising Program**
Lacey Claver, *Stephen F. Austin State University*
Molly Russell, *Stephen F. Austin State University*

The organizational complexities of colleges and universities are often a major deterrent to student involvement. It is hard for students to know everything that is possible on campus or how to engage in the experiences of which they are aware. The present generation also craves personalized experiences customized to meet their needs. This poster session will outline the creation of a Peer Involvement Advising structure that connects involved students with students seeking involvement to increase the engagement and retention of students.

- P7 Electronic Portfolios for Teaching and Assessing Body of Work**
Dirk Matthews, *Columbia College Chicago*

Since 2005, the Portfolio Center has created websites for students to showcase their body of work. Initially, individual sites were built one at a time by senior web designers. This service became financially impractical, and we built the first automated system. In researching existing e-portfolio systems, most focused on document-based portfolios and had little support for rich media. After extensive searches, the Portfolio Center commenced building a system tailored to the needs of a fine, performing, and media arts college. The WebAgent system provides a unique platform for engaging students in the following areas: teaching best practices for saving and archiving their work; reflecting upon work created prior to uploading to their websites; and differences between academic and professional portfolios.





P8	Enabling Mentorship for Students with Disabilities: Grant Results Roger Wessel, <i>Ball State University</i> Jacqueline Harris, <i>Ball State University</i> Taiping Ho, <i>Ball State University</i> Larry Markle, <i>Ball State University</i> A federal DOE grant that ensures a quality education for Indiana's students with disabilities (SWDs) is furthering Ball State University's commitment to a quality education for SWDs by: implementing a mentorship program for SWDs, providing educational program for faculty and staff that work with SWDs; providing assistance to students through having a mentor and additional and enhanced Learning Center support; and providing materials to secondary schools on the transition to college for SWDs. This poster session will share results from this innovative program and grant.	
P9	FrogHouse: A Junior Class Legacy and Movement Towards Change Natasha Chapman, <i>Texas Christian University</i> Jared Cobb, <i>Texas Christian University</i> In response to the TCU mission statement and the movement toward responsible citizenship, service-learning, and community renewal, the junior class initiative has been to fulfill a family's dream of becoming new home owners. In 2009, with the help of more than 700 students and hundreds of donating partners, TCU completed its third Habitat for Humanity home. The FrogHouse executive board of 11 juniors and 1 senior are charged with coordinating this endeavor – from fundraising to volunteer recruitment. A highlight of their comprehensive training has been the partnership between the college of education, student development services, and the local Habitat for Humanity. Students involved on the executive board earn four academic credits for their participation in a service-learning course specifically designed for this project, addressing several forms of servant based leadership, community enhancement, and social change. Viewers of this poster will learn about the unique Junior Transitions program that supports the developmental needs of third-year students and sponsors the FrogHouse project. Viewers of this poster will also gain insight into a collaborative partnership between academic affairs, student affairs, and a community organization working together to develop agents of change and establish a class legacy.	
P10	Game of Oppression: A Life-sized Experience Maureen Doyle, <i>University of Notre Dame</i> Danielle Cifonie, <i>North Central College</i> While searching for a fresh approach to multicultural sensitivity sessions for resident assistant training, the idea came about to create a super-sized version of NASPA's Game of Oppression. Stop by this poster session to speak with the individuals who worked diligently to create a life-sized Game of Oppression experience; hear about how the game was adapted to successfully work with a group of 40+ resident assistants at a small liberal arts college. Hopefully, we can help you gain some insight into bringing such a powerful, challenging, successful, and educational experience to your repertoire of student development tools.	
P11	Global Ambassadors Program: Culture, Classroom & Community Katharine Wormus, <i>Colorado State University</i> Daniela Cigularova, <i>Naperville Cultural Center</i> Global Ambassadors Program (GAP) is an outreach initiative connecting international university students with public schools and community organizations through informal cultural presentations. GAP increases cultural understanding and global competence while providing civic engagement opportunities for college student volunteers. Through this poster session, student affairs professionals will learn how to create, market, and facilitate a similar program at their institutions, including how to utilize the program for student recruitment and retention.	
P12	Letters to an African American Male Undergraduate Ted Ingram, <i>Bronx Community College</i> While there is a considerable amount of research on the experiences of African American men in undergraduate settings, it is equally important to include studies of African American men in graduate education. The inadequate numbers of African American male doctoral degree recipients warrants more insight about their time at this level of education. The findings presented focus on the lived experiences of 18 African American male doctoral students enrolled at PWIs. Data derived from individual face-to-face interviews were used to illuminate issues of gender and race that were prevalent among the study participants. Recommendations are presented for those who are interested in fostering more African American male doctoral students.	
P13	Midwest Roots: Conference in Chicago 1903 Janice Gerda, <i>Case Western Reserve University</i> Chicago was the site of the first conference in what we now call student affairs, so we are indeed returning to our roots. The 1903 Conference of Deans of Women of the Middle West was held on the campuses of the University of Chicago and Northwestern University, and included 18 women from 11 states. Who were they? What was their conference like? This display will provide basic information about the conference, biographical profiles and photographs of the attendees, and bits of their conversation so that we might imagine their historic conference.	
P14	Parent Services: An Emerging Profession in Student Affairs Chelsea Petree, <i>University of Minnesota</i> Marjorie Savage, <i>University of Minnesota</i> As parental involvement in college life increases, so do the numbers of institutions that provide parent and family programs and services to facilitate this relationship. As these programs develop, however, colleges and universities want to know: To whom do the parent offices report? Who should be staffing parent offices? What programs or services should they offer? How are programs and services different based on the profile of the institution? This poster session will address these questions and others by examining the results from biennial longitudinal surveys of parent and family program offices throughout North America comparing data and trends over time.	
P15	Parent/Family Engagement in the Community College Setting Molly Morin, <i>University of Maryland College Park</i> Ever Grier, <i>Montgomery College</i> The role of parents in the community college setting should continue to be explored, especially as enrollments in the community college setting continue to rise. Many four-year colleges and universities have offices of parent and family affairs, hold parent/family weekends, send out monthly parent/family newsletters, and carry out parent orientation sessions each summer – yet this is new territory and a growing trend in the community college setting. This last year, Montgomery College developed a Parent/Family Engagement Initiative with support from members across the campus community to better meet the needs of Montgomery College parents. Come learn about how to engage parents in the community college setting and hear about our first Parent/Family Orientation Program!	



<p>P16 Sistas in the Struggle: The Experience of Black, Female Students Mounira Morris, <i>Clark University</i></p> <p>This paper examined the graduate experiences of Black, female, doctoral students and degree recipients, and how they perceived the effect of individual and institutional factors in relation to their persistence at a predominantly White institution. Research indicates that graduate students are not typically leaving because of academic failure (Moody, 2004). Instead, a combination of individual and institutional factors best explain causes of attrition among graduate students in general and among Black, female, graduate students at predominantly White campuses in particular (Hinton-Johnson, 2003). The theoretical framework of this study was drawn from Tinto's (1987) Model of Institutional Departure, Rendon, Jalomo, and Nora's (2000) conceptual framework on minority student retention and Black Feminist Epistemology (P.H. Collins, 2000). The research methodology focused on the analysis of qualitative data given from direct interviews and a focus group to determine common themes (factors). Data were collected from four Black, female, doctoral students and four degree recipients from one major research university. The results of this study will extend the limited literature on the persistence of Black, female, doctoral students at predominantly White institutions of higher education.</p>	<p>P19 Student Policy Violators: New Types and Characteristics? Chris Lucas, <i>University of Hawaii at Manoa</i></p> <p>Poster shares a qualitative multiple case study on college student perceptions and learning points from exposure to a campus judicial process. Literature currently is limited. Purposive and snowball sampling techniques garnered nine participants. Methods include interviews, observations, and documents. Highlights unique characteristics (gender, ethnicity, recidivism, non-Greek). Implications suggest further research on: 1) non-Male and non-Caucasian, and other sites, 2) effective use of theoretical frames by judicial affairs, and 3) peer boards.</p>	<p>P22 Walk It Out: An Examination of Student Departure from HBCUs Arnita L. King, <i>Lambuth University</i> LaTasha N. Green, <i>Missouri State University</i></p> <p>Retention and persistence are critical to an institution's ability to sustain and thrive. HBCUs once maintained steady enrollments due to their necessity of educating underrepresented groups. However, in today's market of institutional choice, HBCUs are now experiencing student departure for a variety of factors that include student characteristics, as well as institutional characteristics.</p>
<p>P17 Spring Break Sankofa Trips Viviana Kabbabe-Thompson, <i>North Central College</i></p> <p>The Akan word Sankofa means 'We must go back and reclaim our past so we can move forward; so we understand why and how we came to be who we are today.' (Haile Gerima) Each spring break, the office of multicultural affairs takes a group of students to explore a part of American history to better understand current-day situations of various cultural groups in our society. By visiting areas that are directly connected to a part of history and helping a community that may still be disenfranchised, we look at who we are and what our responsibility is to improve the lives of others.</p>	<p>P20 The Role of Parents in the First-year Experience in Ireland Colleen Doyle, <i>University College Dublin</i></p> <p>In Ireland, parents of new university students are increasingly contacting the university about their student's academic progress, job prospects, and other issues, reflecting trends reported in the USA and UK. This involvement may reflect the role parents have played in earlier education. Parental involvement in younger years is linked to many positive outcomes, however less is known about parental involvement and higher educational outcomes. This poster describes research taking place at University College Dublin researching the links between first-year student transition and parental involvement.</p>	<p>P23 Women's and Gender Studies and Student Activism Katherine Weseman, <i>University of Illinois</i></p> <p>This study evaluates Women's and Gender Studies programs at three universities in the same metropolitan area. Through analysis of program materials, syllabi, and interviews with faculty and students, the researcher concludes that there is a link between faculty pedagogy, integrated experiential education, and student activism. This link is demonstrated through students' development of self-authorship and an increased focus on intersections of race, class, and sexuality within the academic discipline of Women's and Gender Studies.</p>
<p>P18 Student Affairs Professional Association Genealogy Janice Gerda, <i>Case Western Reserve University</i></p> <p>Using the metaphor of the profession of student affairs as a family, this poster session attempts to sketch the family tree of NASPA and ACPA. After reviewing information gleaned from written histories of the primary generalist student affairs associations, a graphic representation indicating formal and informal relationships with earlier organizations and associations was created. Learning about predecessor organizations and influences can provide us with new understandings of legacy and identity.</p>	<p>P21 Understanding the Transfer Experience to a Small College Venita Mitchell, <i>William Woods University</i></p> <p>This poster presentation will share the results of a qualitative study on the transfer experience to a small private institution. Most current research on transfer students represents students transferring to large, four-year, public institutions. Little research attention has been given to other types of institutions, particularly small private. Transfer student populations are growing across the country, yet these students often feel marginalized within the student population. This study inquired about the administrative, social and academic experiences of transfer students from the point at which they initiated the transfer process through their first semester at the receiving institution. Results indicated that student's experiences transferring to small colleges differ from those experiences of students transferring to larger institutions. The presenter will share the results of interviews with transfer students attending a small private institution. The presentation will generate discussion and create an understanding which may improve policies and experiences relating to transfer students at small colleges. In addition, implications for future research and practice will be shared.</p>	



Poster Sessions - NASPA Excellence Awards Winners

GRAND GOLD MEDAL AWARD HONOREE

Gold Winner – Administrative, Assessment, Information Technology, Fundraising, Professional Development, and Related Category

P24 The Early Alert Intervention Team
Elizabeth Price, *Sinclair Community College*

Teaming faculty with counselors and advisors, the Early Alert Program at Sinclair Community College is an intervention program designed to promote the success of students facing challenges. The two areas, instruction and student development, have separate abilities that, when combined, can engage students to overcome obstacles and achieve academic success.

GRAND SILVER MEDAL AWARD HONOREE

Gold Winner – Student Union, Student Activities, Greek Life, Leadership, and Related Category

P25 Student Communications: The Student Loop
Mark Kelly, *Columbia College*

The Student Loop is a 'brand' name for a suite of online tools that serves the Columbia College Chicago student population as a virtual student center. As an urban institution lacking a 'traditional' campus, or a central physical space for its students to gather; and with a student body that traditionally identified with its particular academic department, Columbia identified the need to create a schoolwide sense of community and a way to ensure its students received timely, consistent information that would enable them to matriculate successfully. In response, the college created the student communications unit in the fall of 2007, and charged it with creating an 'online student commons.'

GRAND BRONZE MEDAL AWARD HONOREE

Gold Winner – Careers, Academic Support, Service-Learning, Community Services, and Related Category

P26 Issues at the End of Life – a Multi-disciplinary Service-learning Course
Mark Radecke, *Susquehanna University*

This is a multi-disciplinary service-learning course offered jointly by Susquehanna University's office of the chaplain, SU's department of philosophy and religion, and the palliative and supportive medicine program of the Geisinger Health System. The course is multi-disciplinary because it examines issues surrounding terminal illness, life support, death and dying, grieving, funeral practices, and views of 'afterlife' from religious, pastoral, scientific, medical, ethical, legal, cultural, and psychological/counseling viewpoints.

Gold Winner – Athletics, Recreation, Physical Fitness, Non-Varsity Sports and Related Category

P27 STEP UP! Be a Leader, Make a Difference: A Comprehensive Interdisciplinary Approach to Bystander Intervention
Lynette Cook Francis, *University of Arizona*

STEP UP! training provides a framework explaining the bystander effect, reviews relevant research, and teaches skills for intervening successfully using the five Decision Making Steps (notice the event; interpret the event as a problem; assume personal responsibility; know how to help; implement the help), and introducing the S.E.E. Model (Safe; Early; Effective). Students learn strategies and techniques to intervene directly or indirectly in both emergency and nonemergency situations. The unique interdisciplinary approach is a framework for addressing any problematic situation and focuses on the majority of students who want to do the right thing. This is a comprehensive bystander intervention that addresses ten different issues including academic misconduct (cheating, plagiarizing, etc.).

Gold Winner – Enrollment Management, Orientation, Parents, First-Year, Other-Year, and Related Category

P28 Mountains, Ocean, Valley Experience (MOVE) Program
Wendith Stratton, *University of the Pacific*

The Mountains, Ocean, Valley Experience (MOVE) is a unique first-year experience designed to welcome new students to the Pacific community through participation in experiential learning and service projects in key locations throughout Northern California. The weekend prior to the start of the fall semester, every first-year student embarks upon a structured and deliberate adventure designed to prepare them to be successful at the University of the Pacific.

Gold Winner – Housing, Residence Life, Campus Security, Contracted Services, Judicial, and related category

P29 Brooks Residential College – Reshaping Undergraduate Education
Terri Garrett, *Baylor University*

In 2007, Baylor opened Brooks Residential College – a collective dream of faculty, student affairs educators, and students – to enhance the learning environment on campus. Including ten senior fellows appointed from the faculty by the master, the first year of the college witnessed the involvement of 97 members of the university's faculty, representing 38 academic departments. The residence hall director, resident chaplain, and undergraduate student leaders are all considered important members of the college leadership team and share in decision making about how best to shape the residential college experience.

Gold Winner – International, Multi-cultural, Cultural, Gender, LGBTQ, Spirituality, Disability, and Related Category

P30 Project ReMiX: A Multiracial Space in a 'Check One Box' World
Sumun Pendakur, *University of Southern California*

Project ReMiX is a collaborative, year-long program offered by Asian Pacific American Student Services, the Center for Black Cultural and Student Affairs, and El Centro Chicano. Project ReMiX presents an example of grounded theory being brought to life as a best practice, as well as showcases an opportunity for cultural and advocacy centers to proactively address student needs with programming that is more than just a one-time event. Multiple workshops over the academic year engage students, staff, and faculty in dialogue – ranging from an assessment of the role of America's first mixed race president to the impact of Census 2010 on community formation to family secrets and identity development.



Gold Winner – Off-Campus, Commuter, Non-traditional, Graduate, Professional, and Related Category

P31 Roanoke College Salem Ambassadors Program
Brian Chisom, Roanoke College

The Salem Ambassadors program is designed to foster leadership development, especially servant leadership, while also enhancing the college's town/gown relationship. The program provides student-to-student education regarding community expectations for off-campus conduct and increased sensitivity to residents' concerns.

Gold Winner – Student Health, Wellness, Counseling, and Related Category

P32 NYU's Alcohol Education and Risk Reduction Programming
Erin Callihan, New York University

Consistent with its strong commitment to the health and safety of its student population, NYU has developed a comprehensive, innovative, universitywide program to address student alcohol use, one of the greatest risks to the health and well-being of college students today. Based on data from the Spring 2004 ACHA-NCHA survey, NYU's rate of binge drinking was 41 percent, above both the national reference group rate of 37 percent and the Healthy Campus 2010 target of 20 percent. University alcohol education and risk reduction efforts are essential to maintaining a healthy living and learning environment.

Gold Winner – Violence Education and Prevention, Crisis Management, Campus Security, and Related Category

P33 New York University's Emergency Response
Erin Callihan, New York University

At New York University, the world's largest private university, emergency response system creatively respond to emergencies, 24/7, every day of the year, on five different continents, spanning Africa, Asia, Europe, North America, and South America. Learn more about NYU's innovative emergency response program during this poster session.

Stetson/NASPA Certificate Program in Student Affairs Law and Policy

June 5–12, 2010

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Only 10 percent of young adults from foster care enter college, less than 2 percent leave with bachelor's degrees.

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Loyola University Chicago
School of Education

Higher Education Program Reception

NASPA CONFERENCE • MARCH 8, 2010

Higher Education program alumni, students, and friends are invited to join School of Education Dean David Prasse, Ph.D. and Terry Williams, Ph.D. at our on-campus reception during the 2010 NASPA Convention in Chicago. Meet new faculty and hear about program developments. Honor our *2010 Distinguished Alumnus/a Awardee*, J. Michael Durnil, Ph.D. (1997), and raise a toast to the School of Education as we celebrate our 40th anniversary.

WHEN: Monday, March 8 • 6:30 – 8:30 p.m.
WHERE: Kasbeer Hall, Philip H. Corboy Law Center,
25 E. Pearson Street, Water Tower Campus
RSVP: www.luc.edu/SOEHigherEd or 800.556.9652

For more details, contact **Terry Williams** at twillia@luc.edu.



Monday, March 8

Monday Schedule

7:00 a.m.	8:30 a.m. – 4:30 p.m.	2:15 p.m. – 5:00 p.m.
Fun Run/Walk <i>Meet in Lobby of Marriott or Sheraton</i>	Graduate Students and New Professionals Case Study Competition <i>Sheraton Columbus A & B</i>	SSAO Think Tank 2010 <i>Marriott Sheffield</i>
7:00 a.m. – 8:15 a.m.	8:30 a.m. – 9:45 a.m.	2:15 p.m. – 3:30 p.m.
NASPA President's Breakfast for Faculty <i>Marriott Grand Ballroom I</i>	Featured Speaker - Condoleezza Rice <i>Sheraton Chicago Ballroom</i>	Featured Speaker - Eboo Patel <i>Sheraton Chicago Ballroom</i>
Law & Public Policy Breakfast Briefing <i>Sheraton Ballroom III</i>	8:30 a.m. – 9:30 a.m.	3:00 p.m. – 4:30 p.m.
7:00 a.m. – 8:00 a.m.	Veterans Knowledge Community Leadership Meeting <i>Marriott Scottsdale</i>	Latino/a Knowledge Community Business Meeting <i>Sheraton Ballroom IV</i>
Community College Division Meeting <i>Sheraton Lincoln Boardroom</i>	9:00 a.m. – 11:00 a.m.	New Professionals & Graduate Students Knowledge Community Meeting and Mixer <i>Marriott Scottsdale</i>
Indigenous Peoples Knowledge Community Leadership Business Meeting <i>Sheraton Illinois Boardroom</i>	10:00 a.m. – 3:00 p.m.	3:00 p.m. – 4:00 p.m.
7:30 a.m. – 9:30 a.m.	Exhibit Hall is Available <i>Sheraton River Exhibition Hall</i>	Excellence Awards Coordinators Meeting <i>Sheraton Illinois Boardroom</i>
Student Leadership Programs Knowledge Community: Leadership Team Meeting <i>Marriott Dupage</i>	10:00 a.m. – 11:15 a.m.	5:00 p.m. – 6:30 p.m.
7:30 a.m. – 9:00 a.m.	Featured Speaker - Patricia Gandara <i>Sheraton Chicago Ballroom</i>	UW-La Crosse Secret Meeting <i>Marriott Grace</i>
Women in Student Affairs Knowledge Community Leadership Team Meeting <i>Off-Site Venue</i>	Open Meeting-Student Affairs Development and External Relations Knowledge Community <i>Marriott Kansas City</i>	5:00 p.m. – 6:00 p.m.
7:30 a.m. – 8:30 a.m.	10:00 a.m. – 11:00 a.m.	Consortium Open Meeting <i>Sheraton Lincoln Boardroom</i>
African American Concerns Knowledge Community Breakfast Business Meeting <i>Marriott Belmont</i>	Panel of Listeners Monday Slot 2 <i>Sheraton Level 4</i>	GLBT Knowledge Community Open Meeting <i>Marriott Chicago F</i>
Asian Pacific Islander Knowledge Community Annual Meeting <i>Sheraton Erie</i>	Parent & Family Relations Knowledge Community Business Meeting <i>Marriott Denver/Houston</i>	JSARP Inaugural Issue Celebration <i>Sheraton #3101 NASPA President's Suite</i>
Panel of Listeners Monday Slot 1 <i>Sheraton Level 4</i>	11:15 a.m. – 12:30 p.m.	MSL School Support Meeting <i>Marriott McHenry</i>
Small College and Universities Division Breakfast <i>Marriott Kane</i>	Exhibit Hall Sponsored Lunch - All Attendees <i>Sheraton River Exhibition Hall</i>	5:15 p.m. – 6:15 p.m.
Spirituality and Religion in Higher Education Knowledge Community Open Breakfast & Meeting <i>Marriott Cook</i>	12:00 p.m. – 1:30 p.m.	Region I Business Meeting <i>Sheraton Colorado</i>
7:45 a.m. – 10:00 a.m.	Student Leadership Programs Knowledge Community: Pre-Conference Follow-up <i>Sheraton Lincoln Boardroom</i>	Region II Business Meeting <i>Sheraton Huron</i>
NUPF Full Board Meeting <i>Sheraton #3101 NASPA President's Suite</i>	12:00 p.m. – 1:00 p.m.	Region III Business Meeting <i>Sheraton Michigan A</i>
8:00 a.m. – 3:00 p.m.	NASPA Past Presidents' Luncheon <i>Sheraton #3101 NASPA President's Suite</i>	Region IV-East Business Meeting <i>Sheraton Michigan B</i>
EducationDynamics Meeting Room <i>Marriott Grace</i>	12:15 p.m. – 1:15 p.m.	Region IV-West Business Meeting <i>Sheraton Superior A</i>
8:00 a.m. – 9:30 a.m.	Panel of Listeners Monday Slot 3 <i>Sheraton Level 4</i>	Region V Business Meeting <i>Sheraton Ballroom II</i>
Regional Conferences & NASPA Staff Meeting <i>Sheraton Ballroom I</i>	1:45 p.m. – 2:45 p.m.	Region VI Business Meeting <i>Sheraton Ballroom I</i>
	Panel of Listeners Monday Slot 4 <i>Sheraton Level 4</i>	5:30 p.m. – 7:30 p.m.
	1:45 p.m. – 2:15 p.m.	NUPF Reception <i>Sheraton Ballroom IV</i>





6:00 p.m. – 7:15 p.m.

Women in Student Affairs Knowledge Community General Interest Meeting
Marriott Avenue Ballroom

6:30 p.m. – 8:30 p.m.

Foundation Reception
Marriott Grand Ballroom Salon I

7:00 p.m. – 8:30 p.m.

Association for Christians in Student Affairs Prayer and Reception
Marriott Indiana

Auburn University's NASPA Reception
Marriott Navy Pier

Baylor Alumni and Friends
Marriott Chicago A/B

Blue and White Family Gathering
Marriott Kansas City

Colorado State University Reception
Sheraton Huron

Community College Reception
Marriott Kane

Friends and Alumni of Illinois State University
Marriott Watertower

Friends and Alumni of the University of Chicago
Marriott Miami

Friends of The University of Alabama
Sheraton Columbus A

Golden Key International Honour Society Friends and Family Reception
Marriott Addison

Grand Valley State University Alumni & Friends
Marriott O'Hare

Miami University Alumni & Friends Reception
Marriott Sheffield

National Orientation Directors Association Reception
Sheraton Columbus B

National Panhellenic Conference
Sheraton Ballroom III

Northern Illinois University Alumni and Friends Reception
Marriott Denver/Houston

Penn State
Marriott Chicago F

Reception for Friends and Colleagues of the University of Notre Dame
Marriott Huron

State of Florida Reception
Sheraton Ballroom I

SUNY Alumni and Friends Reception
Marriott McHenry

Technology Knowledge Community Gathering
Marriott Cook

Tulane University Reception
Marriott Dupage

University of Maryland Alumni & Friends
Sheraton Ballroom II

7:00 p.m. – 8:00 p.m.

MyStudentBody Reception
Marriott Scottsdale

7:15 p.m. – 9:15 p.m.

NASPA Community Fair
Marriott Grand Ballroom II/III

8:00 p.m. – 9:30 p.m.

Center for Women, WISA, and Manicur Alumnae Reception
Marriott Belmont

9:30 p.m. – 11:30 p.m.

GLBT Knowledge Community/ New Professionals and Grad. Student Knowledge Community Joint Reception
Marriott Avenue Ballroom

9:30 p.m. – 11:00 p.m.

Friends of George Washington University Reception
Sheraton Huron

Indiana University Reception
Sheraton Erie

Iowa State University Reception
Sheraton Superior A

Michigan State University Spartan Social
Sheraton Michigan A

Ohio State University VP of Student Life and SPA Reception
Sheraton Ohio

Region I Reception
Marriott Denver/Houston/Kansas

Region II Reception
Marriott Chicago A/B/C

Region III Reception
Marriott Chicago D

Region IV-East Reception
Marriott Chicago E

Region IV-West Reception
Marriott Chicago F/G/H

Region V Reception
Marriott Grand Ballroom Salon I

Region VI Reception
Marriott LA/Miami/Scottsdale

University of Kansas Alumni/Alumnae & Friends Reception
Sheraton Michigan B

University of Louisville Family and Friends Reception
Marriott Lincolnshire

University of Missouri Alumni & Friends Reception
Sheraton Missouri



Monday, March 8

Monday, March 8 8:30 a.m. - 9:45 a.m.

Monday – 8:30 a.m. – 9:45 a.m.

- 34 Career Paths, Cross Paths, Long Distance Relationships**
Sheraton Mississippi
Maureen Blair, *Illinois State University*
Kathy Cavins, *Illinois Wesleyan*
Janice Johnson, *US Equities Student Housing LLC*

Dual career couples, a fast-paced society, and the current economy are realities. As there are more than 7 million couples in the United States who consider themselves in long-distance relationships, some will be working in student affairs! If you are in a long-distance relationship or are contemplating making that move or trying to avoid it, join colleagues for a conversation about the ins and outs of long-distance relationships as professionals and for those we serve on college campuses.

- 35 Connecting with African American Churches to Improve Access**
Univ. of Chicago Gleacher Ctr. 200

Arthur Jenkins, III, *California State University, East Bay*
Jaime Montenegro, *Student Affairs Professional*
Kimberly Montenegro, *United Methodist Church*

The California State University (CSU) Super Sunday was created to establish relationships with historically African American churches and serve to inform African American students and their families about what it takes to get into college. Come and hear three unique perspectives – from a CSU student affairs professional, an ordained minister, and a university college coordinator – who will facilitate a roundtable discussion on how higher education institutions can create better relationships with African American churches. Participants will share practical information on forming college-church alliances.



Keynote Speaker
Condoleezza Rice
8:30 a.m. - 9:45 a.m.
Sheraton Chicago Ballroom

- 36 Each One, Reach One: Designing and Assessing First-Year Seminars**

Univ. of Chicago Gleacher Ctr. 206
Catherine Sale, *The University of Alabama*
Lowell Davis, *The University of Alabama*

Research has shown that developing and implementing programs specifically designed to target both the academic and social components of the first year are among the most effective for improving retention. The purpose of this roundtable is to discuss the goals and purposes of freshman seminars, as well as methods of assessment to ensure seminar effectiveness as it relates to the first-year student experience.

- 37 Important Qualities of a Student Affairs Doctoral Program**

Sheraton Colorado
Jennifer Miles, *University of Arkansas*

A doctoral degree indicates that an individual has achieved a high level of education and experience. This roundtable discussion will give participants the opportunity to discuss the important qualities of a student affairs doctoral program. The discussion will include topics such as coursework, research requirements, internships, comprehensive examinations, and mentoring. Participants will be asked to share their observations, experiences, and expectations regarding student affairs doctoral programs.

- 38 Improving Your Supervisory IQ: From Selection to Evaluation**

Sheraton Huron
L. Randy Carter, *Southeast Missouri State University*
Trent Ball, *Southeast Missouri State University*

The presentation will be a discussion of the theoretical and practical aspects of management, supervision, and leadership structured for new professionals in student affairs. Participants will review, reflect, and discuss common challenges and successes in staff selection, evaluation, and development, including an in-depth analysis of hiring and termination. The seminar will address leadership styles, supervision, staff evaluation, and developing proactive administrative and management policies and procedures.

- 39 Including a Scholarship of Teaching & Learning in Student Affairs**

Univ. of Chicago Gleacher Ctr. 300
Mahauganee Shaw, *Indiana University, Bloomington*
Tony Ribera, *Indiana University, Bloomington*

This roundtable discussion addresses the need for a scholarship of teaching and learning (SoTL) in student affairs. Participants will gain a better understanding of SoTL, how it could improve the intentionality of practitioners, and be challenged to generate ideas for studying teaching and learning in different functional areas of student affairs.

- 40 Learning Supervision Skills: Mid-level Managers Speak Out**

Sheraton Arkansas
Keegan David, *Northern Illinois University*
Lisa Baumgartner, *Northern Illinois University*

Although student affairs professionals are given tremendous responsibility for the lives of students outside the classroom (Winston, Creamer, & Miller), it remains unclear how they learn their jobs. A gap exists in the student affairs literature in terms of mid-level managership, supervision, and the learning of needed skills. This qualitative study explored how mid-level managers learn supervisory skills. This session will begin with a brief overview of the supervision literature, learning literature, and study results. The presenters will facilitate a group discussion on the application of learning theory to the workplace.

- 41 Measuring Up: The Challenges Of Assessment And Evaluation**

Sheraton Missouri
Seth Fishman, *The Ohio State University*
R. Eric Grospitch, *University of Missouri-Kansas City*

Ever say to yourself, 'How in the world can I measure that?' under your breath? In the assessment and evaluation culture, we are being asked to measure all sorts of things: learning outcomes, services rendered, 'value-added' activities, impact, etc. This roundtable 'meeting of the minds' will focus on assessment and evaluation issues on your campus.

- 42 NPHC Greeks and the PWI: Are We Dying?**

Sheraton Ohio
Jason Casares, *University of Arizona*
Kevin Dougherty, *University of Arizona*
Clarybel Peguero, *Duke University*

This roundtable discussion will effectively create a dialogue regarding the customs, culture, and challenges facing historically Black fraternal organizations at predominantly White institutions (PWI). Various issues will be discussed related to lack of support, communication, social/political capital, dwindling numbers, and the issues related to being a student affairs professional with an NPHC affiliation.





43 (Re)Constructing Opportunities for Ethnic Minority Students

*Univ. of Chicago Gleacher Ctr. 400
Sheryl L. Mauricio, Michigan State University*

*Dimpal Jain, University of the Pacific
Natasha N. Croom, Iowa State University
Jesse S. Watson, Michigan State University
Sandra G. Luca, University of Southern California
Susana M. Munoz, Iowa State University*

Interested in having an open and honest conversation about the future of race in student affairs? Join us in a discussion that will provide opportunity for you to become more knowledgeable about racial inequalities and social injustices in higher education. The rise of enrollment for students of color places student affairs professionals in a position to be able to make a difference in the lives of students who have been historically underrepresented in college.

44 The Great Debate: Gender, Sexuality, Racism, & Other Hot Topics!

*Sheraton Ontario
Quincy Martin, Triton College*

Are you able to make really tough decisions? Are you comfortable voicing your opinion in a heated environment? This highly interactive session will allow you to hear the perspective of your peers on controversial issues and topics recently discussed with college and university students across the country. Come prepared with an open mind to share, listen, and learn how your peers handle controversy. Most importantly, come discover how aligned your values are with today's students.

Monday – 10:00 a.m. – 11:15 a.m.

44a 21st Century Data: Photography and Student Affairs

*Marriott Indiana/Iowa
Matt Birnbaum, University of Northern Colorado
Flo Guido, University of Northern Colorado*

Recent advances in assessment and research practices are providing student affairs professionals with an increasing number of options for collecting data for assessment and research collection. One of the simplest and most powerful are photographic images. Long accepted by scholars as a means to illustrate pertinent concepts or provide a visual example of a phenomenon, this program will introduce attendees to the uses of photographs in student affairs assessment and research.

45

A Different Approach to Teaching Ethical Leadership

*Marriott Watertower
Mary Kate Havlik, University of Notre Dame*

Growing problems in the social and economic landscape of our world today present educators with the challenge of engaging students in a productive dialogue on ethical leadership. When students can 'get ahead' by following the poor example of leaders that knowingly lead their company into trouble, conversations on ethics can induce groans. This session will provide participants with information on Catholic Social Teaching which, rich in social justice, can be one way to greatly enhance leadership development when used in conjunction with student leadership theory. Discussion on the universality of these teachings and integrating them at any institution will be incorporated.

46

Adopting New Programs for GenX Parents and Their Students

*Sheraton Ballroom II
Deanie Kepler, Southern Methodist University
Sheila Hrdlicka, University of North Carolina - Chapel Hill
Marjorie Savage, University of Minnesota
Anthony Tillman, Southern Methodist University*

While most 'pioneer parent programs' were set up for Boomer parents, the Boomers may not be in the majority anymore! Generation X parents have arrived on campus! This will not be just another 'generational' program. It will address emerging needs based on the impact of changing technologies, new partnerships with academia, and creative initiatives aimed at first generation and multicultural families. Just as technology has changed and our response to it will undoubtedly change, so too will existing parent programs and services.

47

Advancing Cultural Understanding to Achieve Social Justice

*Marriott Halsted
Juan Guardia, Florida State University
LaToya Eaves, Florida International University
Annice Fisher, University of North Carolina at Chapel Hill*

At the 2009 NASPA Annual Conference, the presenters provided a glimpse into the pervading colorblindness rhetoric of the 1980s and 1990s that has created a barrier for millennials to learn and understand the effects of cultural understanding on their lives. This presentation will assist professionals to serve as 'the movement' when working with millennial students to help them develop multicultural coalitions and empower them to be agents of social change in an increasingly diverse and global community.



**Keynote Speaker
Patricia Gándara
10:00 a.m. - 11:15 a.m.
Sheraton Chicago Ballroom**

48

AggieServe: Promoting Community Engagement & Partnerships Online

*Marriott O'Hare
Melissa Shehane, Texas A&M University
Buster Neece, Texas A&M University
Shiloh Venable, Texas A&M University*

Serving others is at the heart of the student affairs profession and one of the rising priorities of the millennial population. Learn how Texas A&M University has implemented an online volunteer opportunity directory, AggieServe, to promote community engagement and service-learning. This session will explore factors that were taken into consideration when developing our system, what we have planned for the future, and how you can implement it on your campus.

49

Be the Movement: Taking Assessment from Data to Action!

*Sheraton Mayfair
Stacy Ackerlind, University of Utah
Sharon Aiken-Wisniewski, University of Utah
Megan DuBois, University of Utah
Meredith Larrabee, University of Utah
Lori McDonald, University of Utah
Elizabeth Proemmel, University of Utah
Kathy Rank, University of Colorado*

Good assessment practice involves more than collecting data on our programs and services. It should involve intentional data-driven decision-making and input from staff at all levels within an organization. Involvement of staff and students in the assessment conversation can transform student affairs from a service delivery organization to a 'learning organization.' The Student Affairs Action Coalition at the University of Utah is an example of closing the loop and creating shared meaning of the work we do in student affairs.



<p>50 Benefit Together: Collaborative Faculty Administrator Engagement  Marriott Purdue/Wisconsin Marilyn Amey, Michigan State University Pamela Roy, Michigan State University</p> <p>Work-related silos and conflicting cultures often inhibit collaboration towards co-creating new knowledge. Yet, as we look to higher education's future, finding ways to promote and support mutually beneficial engagement seems not only a strategic decision, but represents logical extensions of the work orientation and philosophies typically held by those in student affairs - whether they work dominantly in or out of the classroom. Join us for an important dialogue about engagement to progress the field forward through leadership, advocacy and scholarship.</p>	<p>52 Creating a Successful Environment for Students with Autism  Marriott Grand Ballroom Salon I Cristi Ford, Marshall University Barbara Townsend, University of Missouri-Columbia</p> <p>As the landscape of American colleges and universities continues to change, one growing group of students now included in the demographic landscape on many college campuses is students with high-functioning autism (HFA) or Asperger syndrome (AS). Not only is the number of college students with HFA or AS becoming evident, but also the prevalence rates among younger generations of college hopefuls. Hence, the importance of participation of individuals with HFA or AS in higher education on all levels must be examined by higher education stakeholders. The presentation is based on a larger multi-case study that used the framework of a logic model to examine support programs in higher education for college students with HFA or AS. Utilizing the logic models to describe the characteristics of the program and determine to what extent the program related to the Shaw and Dukes' (2005; 2006) AHEAD postsecondary disability program standards.</p>	<p>54 Creating Veteran-friendly Campuses: Voices of Experience  Univ. of Chicago Gleacher Ctr. 400 Robert Ackerman, University of Nevada, Las Vegas Sally Caspers, University of Nevada, Las Vegas Michael Dakduk, Student Veterans of America Jeremy Glasstetter, University of Michigan-Flint Larkin Ray Harris, Northern Illinois University</p> <p>Student veterans represent a special needs student population to which campuses are now just beginning to respond. In higher education there has not been a tradition of meeting the needs of student veterans in ways that helped those students meet their educational goals. However, a body of research based literature has been developing that will aid those who are trying to create campuses that are veteran friendly. NASPA, among other professional organizations, has contributed to the efforts to further the understanding of the needs of student veterans. Student veterans, as leaders on their campuses, have assumed responsibility for developing programs and changing campus policies in response to their needs. What they did, how they did it, and what other campus leaders can learn from their experiences is the focus of this program.</p>
<p>51 Co-curricular Educational Programming  Univ. of Chicago Gleacher Ctr. 200 Kelly Sargent, Abilene Christian University Dr. Jeff Arrington, Abilene Christian University John Delony, Abilene Christian University Dr. Steven Moore, Abilene Christian University Kelly Sargent, Abilene Christian University</p> <p>We developed a Residence Life Educational Curriculum that surrounds four domains to meet developmental needs of our first- and second-year students. These domains are: Health and Wellness, Cultural Competency, Identity: Sexuality and Gender, and Spiritual Formation. We incorporated faculty interactions in our residential settings to enhance the student experience. We will discuss collaboration between academic and student affairs in a residential environment; including research and assessment from faculty, staff, and student perspectives.</p>	<p>53 Creating Simple Institution-Wide Accessibility and Inclusion  Marriott Belmont Scott Friedman, University of Illinois at Chicago Lindsay Baran, University of Illinois at Chicago</p> <p>When people with disabilities are not given equal access to participate in institution-wide events and activities, planners and coordinators often realize latter a failure to provide truly adequate services. By exploring co- and extra-curricular events and activities in which people with disabilities participate in ever-growing numbers on our campuses, participants will gain crucial proactive skills on utilizing simple, cost effective, and sustainable best practices that work to make campuses more welcoming and accessible for all.</p>	<p>55 Crossover Pedagogy: Student Affairs & Faculty Collaborations  Marriott Chicago B Jeni Hart, University of Missouri Robert Nash, University of Vermont</p> <p>This session is designed for educators interested in developing genuine partnerships between faculty and student affairs. Based upon a recent About Campus article by Robert J. Nash, the presenters will introduce Nash's concept of crossover pedagogy and unpack how this concept can become an integral part of the intellectual lives of our campuses. Barriers to this genuine collaboration will be discussed, as well as ways for overcoming these barriers and for assuming agency for these relationships.</p>





<p>56</p> <p>East Meets West: Integration of Student Development Theories <i>Sheraton Colorado</i></p> <p>S. Raymond Ting, North Carolina State University Johnston Huang, United International College Yiu-Fai Ng, United International College</p> <p>This session presents student services at United International College, in China, which integrates the student development theories developed in the western world into Chinese cultures. Philosophies, structure, programs and services, and evaluation are presented with examples.</p>	<p>59</p> <p>Got Diversity? The Assessment of Student Multicultural Competence <i>Marriott Chicago G</i></p> <p>Nathan Lindsay, UNCW Rebecca Caldwell, UNCW</p> <p>Inclusion and Multicultural Competence is one of six student learning outcomes developed by the Division of Student Affairs at UNCW to measure the learning that takes place as we fulfill our motto of 'creating experiences for life.' Each year, one of the learning outcomes is assessed through an iterative series of web surveys that measure students' experiences and self-reported learning. In this session, we will share our process and findings from the Inclusion & Multicultural Competence assessment, including differences among student identities and program participation. The results and implications of these innovative assessments will be shared, as well as lessons learned throughout the process.</p>	<p>62</p> <p>IASAS: A New Stage for Global Activism in Student Affairs <i>Sheraton Superior A</i></p> <p>Roger Ludeman, International Association of Student Affairs and Services Sven Engel, Deutsches Studentenwerk Tom Jackson, President, University of Louisville Thelora Reynolds, The University of West Indies at Mona Robert Shea, Memorial University of Newfoundland Jose Manuel Antonio M. Tejido, Ateneo de Manila University</p> <p>The International Association of Student Affairs and Services (IASAS), the first truly international body in student affairs, was launched in 2010. This session will review IASAS mission/vision/values statements providing attendees with updates on cross border issues in our field and work with other student affairs/services and higher education groups around the world. Audience participation and discussion of global activism as IASAS's primary modus operandi, along with other priorities in its first year, will comprise the main program thrust.</p>
<p>57</p> <p>Enough is Enough: Get Involved and Make a Difference! <i>Sheraton Superior B</i></p> <p>Adam Neal, Northern Illinois University Brandi Hephner LaBanc, Northern Illinois University Steve Jacobson, University of the Pacific</p> <p>The Enough is Enough program is designed to promote a paradigm for peace and safety on American campuses by addressing behavior that can seemingly contribute to acts of violence at colleges across the country. This session and panel discussion will highlight the importance and keys to successful K-12 and community partnerships, as well as successful programming initiatives implemented by four campuses. Panelists will field questions from individuals interested in learning more about how they can participate in Enough is Enough and focus on how to establish collaborative and meaningful partnerships through this important initiative.</p>	<p>60</p> <p>H1N1: Establishing a Student Affairs Health Crisis Protocol <i>Marriott Clark</i></p> <p>Seth Matthew Fishman, The Ohio State University Louise Douce, The Ohio State University Rebecca Nelson, The Ohio State University</p> <p>This session will review how The Ohio State University developed a student affairs response protocol for off campus students and commuter students including Greek houses as who may have contracted influenza or other similar illnesses. We will highlight the planning process, including many of the challenges we faced and how our plan eventually developed. We hope to engage in a dialog with our participants about this important issue confronting many campuses.</p>	<p>63</p> <p>John L. Blackburn: First Among Equals <i>Sheraton Mississippi</i></p> <p>James Rhatigan, Wichita State University Margaret Barr, Northwestern University Elizabeth Nuss</p> <p>The imaginative work of Dean John L. Blackburn led the successful effort to peacefully integrate the University the University of Alabama in 1964. In this session, the panelists will trace Dr. Blackburn's career from that dramatic period in our profession, through more than 40 years of effective leadership in NASPA and the NASPA Foundation. His legacy provides important insights for current and aspiring leaders.</p>
<p>58</p> <p>Exploring the Emerging Presence of Black Immigrants in College <i>Univ. of Chicago Gleacher Ctr. 404</i></p> <p>Kimberly Griffin, The Pennsylvania State University Wil Del Pilar, The Pennsylvania State University Ashley Hazelwood, The Pennsylvania State University Kadian McIntosh, The Pennsylvania State University</p> <p>Although Black students from immigrant backgrounds have been successful at gaining access to college, little is known about how this population of students experiences the college environments. Findings from past and ongoing research on Black immigrants will be shared in this session, and participants will engage in discussion about challenges facing Black immigrants. Participants will be encouraged to reflect on their own institution's work in this area by brainstorming ideas to more effectively support Black immigrant students.</p>	<p>61</p> <p>Harnessing the Power of Operational Benchmarking Data <i>Sheraton Huron</i></p> <p>Kim VanDerLinden, StudentVoice</p> <p>The NASPA Assessment and Knowledge Consortium was created in 2008 to assist Student Affairs divisions in their assessment efforts and includes access to both student benchmarking data, as well as operational and trend data. The functional areas addressed by the Consortium during 2008-2009 were: campus activities, campus safety, judicial affairs, and multicultural affairs. This interactive session will focus on the Consortium operational data and how to utilize results to make change, enhance decision-making, and inform planning.</p>	<p>64</p> <p>Just Say No! Career-Life Decisions of Women in Student Affairs <i>Marriott McHenry</i></p> <p>Kathy Collins, Texas A&M University</p> <p>This session will share research that examined the career-life decisions of female middle managers in student affairs, who while otherwise qualified with experience and an earned doctorate, turned down the opportunity to serve as vice president for student affairs. Findings indicate that, while they once aspired to the vice presidency, a number of reasons led each to make the decision to forgo the next step. Come hear what combination of motives led them to reclaim a more holistic life pattern and discuss alternative work structures.</p>



**65 Keeping up with the Millennials:
Advising in the Digital Age**



Marriott Addison

*Joshua Harraman, Ohio State
University Alumni Association, Inc.*

*Jacob Murdock, University of Nevada,
Las Vegas*

College students are more connected every day to email, social networking, and limitless information through the internet. As we work more with Millennial students who are constantly stimulated through technology, we need to continue to adapt to the latest trends of communication, marketing, and social networking. This presentation will review the characteristics of the Millennial generation and identify best practices in staying current with the technology of today's students.

66 Leadership StrengthsQuest



Marriott Armitage

*Larry Braskamp, Loyola University
Chicago*

Tom Matson, Gallup Organization

Participants will be introduced to a Leadership model called Leadership StrengthsQuest, which integrates knowing one's strengths, forming teams with complementary strengths, and measuring and monitoring effectiveness of the leadership team in terms of the achievements of the organization.

**67 Learning Outcomes to Promote
Intergenerational Development**



Marriott Chicago C

*Pamela Havice, Clemson University
Colleen Blaney Doyle, University
College Dublin*

Tammy Kahrig, Clemson University

Many of today's campuses have up to four different generations of people living, learning and working together in and out of the classroom. It is important that student affairs professionals understand the changes and rewards that come with multiple generations being on campus and how to use this information in creating supportive and engaging learning environments. This presentation will share the results of a multi-institutional research study of generations on campuses in the USA and in Ireland which measured staff and student attitudes to living, learning and working. Participants will be encouraged to share experiences, strategies and recommendations from their campuses of living, learning, and working across generations and helping students and student affairs professionals to be more generationally aware.

**68 Lessons from Randy Pausch: The
Power of One, The Hope for Many**



Marriott Ohio

*Janice A. Johnson, University Center of
Chicago*

*Emily Willis, University Center of
Chicago*

Professor Randy Pausch with writer, Jeffrey Zaslow, wrote the book, *The Last Lecture*. As Pausch talks about his impending death, he takes time to consider the impact he has made the lessons he hopes his students have learned and his three young children will experience. If you have read the book, or even if you have not, join us in a discussion exploring questions of 'Is this it?'; 'Am I making a difference?'; and, 'What legacy will I leave in my Student Affairs' work?...in my life?'

**69 Living the Land Grant Mission: Using
Students as Access Advocates**



Univ. of Chicago Gleacher Ctr. 306

*Philip Badaszewski, The Ohio State
University*

*Roseann Holmes, The Ohio State
University*

Laura Kraus, The Ohio State University

This session will discuss how to bring socio-economic access to the forefront within various departments at your institution. Attendees will hear the stark realities of access within the US and learn how Ohio State has created several successful collaborations between the Economic Access Initiative, the Ohio Union and University Housing that engage our students as access advocates within the 88 counties of Ohio. Presenters will share strategies to create similar programs at other colleges and universities.

**70 Living Our Values: Creating Gender-
Neutral Residences**



Sheraton Ballroom (I)

*Travis Greene, Grinnell College
W. Houston Dougherty, Grinnell
College*

Erin Duran, Penn State University

Interactive and informative presentation will initiate a robust group dialogue. Participants will be able to network with each other and strategize how they might successfully diversify their campus living options to reflect the changing needs of today's college students.

Featured Session

**71 Meet the Authors and
Celebrate The Inaugural Issue
of JSARP**



Sheraton Missouri

*Kathleen Manning, University of
Vermont*

JSARP Associate Editors

The March 2010 issue of the Journal of Student Affairs Research and Practice (JSARP) will be the first in the effort to re-invigorate NASPA's scholarly journal. Formerly The NASPA Journal, JSARP seeks to publish the most rigorous, relevant, and well-respected research and practice making a difference in student affairs practice. This presentation celebrates the first issue of JSARP with a presentation by authors published in the inaugural issue.

**72 Moving Together: Mid-Management
and Academic Affairs**



Marriott Kane

Christy Anthony, American University

Alexis Andres, The University of Virginia

Sara Bendoraitis, American University

*Jennifer Wegner, University of
Michigan*

Connections between Academic Affairs and Student Affairs are often led by senior level administrators. Connections and collaborations can also begin at a mid-level manager's level. This program pairs student affairs professionals employed in academic units and those in more traditional student affairs divisions. Topics include philosophical approaches between the fields and a variety of practical, low-risk ways to develop collaborations between academic and student affairs.

**73 Natural Allies: HBCUs and
Community Colleges**



Sheraton Ballroom V

Gregory Thomas, Weatherford College

*Paula Whetsel-Ribeau, Howard
University*

Voncille Wright

It can be stated that community colleges and HBCUs are natural allies, in that they both have historically served as invaluable beacons of access for African American students and other non-traditional student populations. This access is invaluable, as many African American students have successfully enhanced their socio-economic conditions, which will ripple throughout generations to come. This presentation will explore how these institutions have historically impacted African Americans; explore these institutions' future & current roles; examine how these institutions can form better partnerships; and discuss how these institutions can better serve students.



74	Oversight of Athletics: Legacy, Challenges & Opportunities	Persistence Pals: Addressing Retention One Student At a Time	Preventing Individual Student Attrition
	Marriott Lincolnshire Robert Kelly, Loyola University of Chicago	Marriott Chicago A Michelle Burke, Grand Valley State University	Marriott Great America Thomas Miller, University of South Florida
	Betsy Alden, Alden & Associates, Inc. Supervising an intercollegiate athletics program at any level can be challenging, and yet appealing, for any student affairs professional. This session is designed to share information and experiences about supervising athletics programs from several perspectives: a current Vice President for Student Development at a NCAA Division I program and a former Director of Athletics who for the past decade has served as a consultant to many colleges and universities' athletics programs will highlight what every senior student affairs professional should know about the culture and the practical knowledge required to effectively supervise an intercollegiate athletics program.	Andy Beachnau, Grand Valley State University Lynn Blue, Grand Valley State University Bart Merkle, Grand Valley State University	To enhance student persistence, the University of South Florida supported an initiative using logistic regression that predicts the risk of individual student attrition based upon pre-matriculation characteristics, including the results of administration of the College Student Expectations Questionnaire and elements of institutional data. Students who are most at risk are personally contacted and interviewed to determine what intervention strategies and support should be implemented. This program describes the results of this initiative.
75	Peer Mentoring: Purposeful Structured Success for All	Preceptresses, Deans of Women, and Susan's Aunt Caroline	Princeton's Residential Colleges: Past Ideals, Present Practice
	Univ. of Chicago Gleacher Ctr. 408 Laura Dulgar, Estrella Mountain Community College	Sheraton Erie Janice Gerda, Case Western Reserve University	Marriott Northwestern/Ohio Christina Davis, Princeton University
	Stephanie Fujii, Estrella Mountain Community College	Susan Komives, University of Maryland	Cole Crittenden, Princeton University
	Tanisha Maxwell, Estrella Mountain Community College	Denise Ottinger, Washburn University	This session introduces the audience to Princeton's residential college system and explains the collaboration within these learning communities between academic advisers and student life professionals. Tracing the history of residential colleges at Princeton from Woodrow Wilson's original vision to today's admixture of two-year and four-year residences, the presenters will discuss the challenges and opportunities of a system that now supplements a traditional focus on academic excellence with the knowledge and insights of the student affairs profession. Presenters will also draw attention to the aspects of this system that might be adopted elsewhere, and to what individuals who have worked in more traditional student affairs environments should know if transitioning into a position at an academically selective institution which pairs student life with academic advising. The session will include an extended question-and-answer period in which audience members and presenters can exchange ideas and best practices.
	As open door institutions, community colleges seek to serve, educate and graduate some of the most challenging students in higher education. Estrella Mountain Community College (EMCC), one of the ten Maricopa Community Colleges, created and developed a structured student-to-student peer mentoring program to address the low retention and persistence of under-prepared students. Peer Mentors (continuing EMCC students) serve as guides and role models assisting and supporting new, first-time, students in their transition to college. Mentors and under-prepared students were matched via a three credit college success course. The mentors are expected to attend class and provide regular and consistent follow up with their assigned mentees/students. The foundation of this program is based on Tinto's Integration Theory whereby students are more likely to persist if they if they connect academically and socially with the institution. This presentation will discuss the development, implementation and evolution of EMCC's Peer Mentoring program. Presenters will share accomplishments and lessons learned in how to address low retention and persistence rates of under-prepared students.		
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			



80 Promising Practices: Spirituality in Higher Education



Marriott Michigan/Michigan State

Leslie Schwartz, University of Illinois at Urbana-Champaign

Helen Astin, University of California, Los Angeles

Jennifer Lindholm, University of California, Los Angeles

Lisa Millora, University of California, Los Angeles

Integrating spirituality into higher education is an essential component of promoting diversity advocacy and religious pluralism to develop students into educated and active citizens. This interactive workshop on 'promising practices' for incorporating spirituality in the curriculum and co-curriculum includes a presentation on national longitudinal data findings, existing practices, and facilitated dialogue on opportunities to engage in this important work through small group simulation exercises and the creation of personal action plans.

81 Promoting Staffing Practices: A Review of Conference Curricula



Univ. of Chicago Gleacher Ctr. 206

Ashley Tull, University of Arkansas

Staffing practices are important functions that impact the success of student affairs organizations and students served. This program, based on a study incorporating the Integrated Model of Staffing Practices (IMSP) as a framework, examined the type and frequency of conference programs related to the IMSP offered by NASPA and ACPA at national conferences over a ten year period. Results include trend data for each function of the IMSP presented as well as programmatic recommendations for professional associations and administrators.

82 Public Policy Issues: Impact on the Student Affairs Practitioner



Sheraton Ballroom III

Jeanne Miller, SUNY College at Oneonta

Rob Herron, Southern Connecticut State University

Rebecca Mills, Touro University, Nevada

Bernie Shultz, American University

This panel presentation will provide student affairs practitioners at all levels with an overview of current national and state legislation and public policy issues such as access and affordability, changes in financial aid and student loans, and accountability. Members of NASPA's Public Policy Division will offer a framework for understanding the issues, provide ideas for influencing legislation, and share NASPA's public policy agenda. Participants will learn about resources available from NASPA and other professional organizations.

83 Realizing the Dream



Sheraton Arkansas

Ted Ingram, Bronx Community College

Recent research indicates that African American males earned the least number of doctoral degrees awarded in the United States. This article examines the factors affecting the decision of African American males to consider doctoral education. This study is based on qualitative interviews with 18 African American male doctoral students at predominantly White universities as they reflected on their aspirations for pursuing an advanced degree. The following were found to influence their decision: need for faculty encouragement, the impact of candidate's life experience, and the personal motivation of each student. Additionally, recommendations are presented for increasing the numbers of African American male doctoral students.

84 SSAO Roundtable for Small Colleges & Universities



Sheraton Ballroom I

Robert Gatti, Otterbein College

Debbie Heida, Berry College

Senior student affairs officers on small college campuses will examine current pressing issues (as determined by participants). Participants are encouraged to come and share thoughts, insights, and learn new perspectives from fellow colleagues at small colleges and universities.

Live the Legacy Session

85 The Legacy of the Sit-in Movement and Student Rights



Sheraton Ontario

John Lowery, IUP

Karen Boyd, Carnegie Mellon University

On February 1, 1960, four students at North Carolina A&T entered the Greensboro Woolworth's and requested service at the store's segregated lunch counter and were refused service. These students set off a wave of lunch counter sit-ins by African-American college students throughout the South. The sit-ins were an important part of the Civil Rights Movement and had lasting impact on higher education as well. This presentation will explore the sit-in history and impact.

86 The Placement Exchange

Marriott Chicago - (F)

Nathan Victoria, NASPA

Lesley-Ann Brown, Texas A&M University

You've heard about how NASPA, ACUHO-I, NACA, NODA, and ASCA have brought student affairs placement together via The Placement Exchange and The Placement Exchange annual event. Come find out more about what services The Placement Exchange provides, along with the information regarding The Placement Exchange Philadelphia in 2011. Attendees will have the opportunity to provide feedback on what they, as candidates or employees, need from the profession, as it relates to placement.

87 The Single Parent on Campus - Inspiring Hope, Advocating Change



Marriott Chicago H

Kristina Testa-Buzzee, Norwalk Community College

Karen Brown, Fairfield County Community Foundation

Pamela Edington, Norwalk Community College

This workshop will present an exciting, innovative collaborative model for working with low to moderate income, adult women students who are also working single parents to help them earn a college degree and enter careers that allow them to provide for their families. The Family Economic Security Program, FE\$P, is an innovative partnership of Norwalk Community College, the Fairfield County Community Foundation's Fund for Women and Girls and the Norwalk Community College Foundation. The program is designed to address the issue of family economic security at the individual, institutional, and community levels. Research has shown that completion of a bachelor's degree, economic literacy, and a supportive community is key components of economic security. Adapted from the Center for Working Families model of the Annie E. Casey Foundation, FE\$P offers students the resources and tools needed to advance their education and the economic security of their families. Working closely with the Office of Institutional Effectiveness and using a quality software program Efforts to Outcome, we are closely tracking and assessing our interactions and work with students to help identify patterns and successful ways of working with this student population.



<p>88 To Ph.D. or Not: Issues to consider during and after the decision  Univ. of Chicago Gleacher Ctr. 300 Donna Talbot, Western Michigan University Vasti Torres, Indiana University Terry Williams, Loyola University Chicago</p>	<p>91 Walter Dill Scott and the Student Personnel Movement  Univ. of Chicago Gleacher Ctr. 308 Robert Schwartz, Florida State University J. Patrick Biddix, Valdosta State University</p>	<p>Monday – 12:45 p.m. - 2:00 p.m.</p>
<p>Pursuing a doctoral degree is consistent with our values and represents the ultimate professional development opportunity. Unfortunately, getting a Ph.D. is not for everyone. How do you make that decision? Once you decide to get a Ph.D., how do you select the 'right' program? Practical information and strategies for selecting a doctoral program will be presented. Special concerns for 'underrepresented populations' in doctoral education will also be discussed. Participants will be encouraged to ask hard questions and expect honest answers.</p>	<p>The Student Personnel Point of View was published in 1937 by the American Council on Education. From that point on, student personnel became the movement within higher education that defined how student services would be provided on campus. Eventually, the student personnel philosophy and practice overtook the deans of men and deans of women who had been appointed as early as the 1890's to oversee student life. Student personnel services and deans for student personnel became the standard for the profession in the post-World War II era of higher education. But many student affairs professionals do not know where the student personnel concept came from or where it began. This program will provide a brief historical review of the work of Walter Dill Scott, a renowned psychologist and president of Northwestern University after World War I. It was Scott who initiated the student personnel concept on his campus in the 1920's and oversaw the growth of what became a significant force for change in higher education for the rest of the 20th century and beyond.</p>	<p>Amendment 46, the Colorado Civil Rights Initiative, prompted the reorganization of Colorado State University (CSU) Advocacy Offices to Student Diversity Programs and Services in 2008. A committee formed to create a broad based assessment that proactively guided CSU as the institution moved forward with restructuring. Through empirical research and collaboration, this program highlights an evaluative process that materialized from the analysis of the 2007 Campus Climate Survey with the 2007 National Survey of Student Engagement conducted at CSU.</p>
<p>89 Upperclass Living-Learning: Creating Community One BLOC at a Time  Marriott Chicago D Dan Sepion, Washington University in St. Louis Matt Fulmer, Washington University in St. Louis</p>	<p>Research has shown that living and learning communities have been shown to enhance intellectual development and student involvement. However, engaging upperclass students in these programs has often been difficult. Because of that difficulty, first-year programs have thrived while upper-class programs are scarce. At Washington University in St. Louis, The BLOC Program allows upperclass students to create their own living and learning communities through an application-based housing process. Now in its 8th year, the BLOC program has over 250 students, 15 student leaders, 2 student-created BLOC courses, a faculty review board, and 15 faculty/staff mentors. Join us to learn about the program, including: the history, growth & struggles, BLOCs for academic credit, leadership development potential, and faculty/staff involvement.</p>	<p>92 Who Moved My Website? Reframing Your Pages for Diverse Needs  Sheraton Michigan B Alison May, Northwestern University Christopher Walker, Northwestern University</p>
<p>We all feel the need to improve our websites, but often we're not sure where to start. By improving our websites for visitors with a wide range of needs and preferences--that includes all of us--we start to close in on the constantly moving target of website best practices. This presentation will not only highlight the collaborative effort between Northwestern's Disability Services and IT to redesign its website in accordance with legal requirements but also guide participants in implementing these changes when working on their own sites.</p>	<p>We all feel the need to improve our websites, but often we're not sure where to start. By improving our websites for visitors with a wide range of needs and preferences--that includes all of us--we start to close in on the constantly moving target of website best practices. This presentation will not only highlight the collaborative effort between Northwestern's Disability Services and IT to redesign its website in accordance with legal requirements but also guide participants in implementing these changes when working on their own sites.</p>	<p>95 A Study of Alcohol Use in Residence Halls and Greek Chapters  Marriott Chicago D Terrence Hardee, The Rickard Stockton College of New Jersey Aarika Camp, Nova Southeastern University Darlena Jones, Educational Benchmarking (EBI)</p>
<p>This program explores the use of Marcia Baxter Magolda's Learning Partnerships Model (2004) to increase student engagement in the co-curricular environment. We will present one model that includes an outcomes-based framework, the use of student reflection and goal-setting, and developmentally appropriate learning challenges for students. Participants will engage in reflection and dialogue, based in context of their own programs, and discover how ALL student affairs professionals can facilitate engaging learning experiences for students.</p>	<p>Dealing with a change in leadership at any level is challenging but dealing with a new president impacts the entire campus. Come learn from a diverse group of SSAOs about how they recommend dealing with a new president, their challenges and successes, and how this applies to other staff's work in student affairs to promote student success.</p>	<p>Do residence hall residents differ from fraternity/sorority members regarding alcohol use? Research from the ACUHO-I/EBI Resident Assessment and the AFA/EBI Fraternity/Sorority Assessment will provide insight into these two student populations' perceptions and use of alcohol. In addition, two campuses will discuss how they have addressed alcohol use on their campuses. Through audience discussion, the impact on our institutions as well as personal observations will enrich our collective efforts in navigating this ongoing challenge.</p>
<p>90 Using the Learning Partnerships Model to Build Student Engagement  Marriott Chicago E Elizabeth Stoll, Miami University</p>	<p>93 Working with a New President: If We Knew Then What We Know Now  Sheraton Michigan A Camille Consolvo, Eastern Oregon University Thomas Hill, Iowa State University Charlotte Tullos, Central Washington University Ed Whipple, Bowling Green State University</p>	<p>96 Addressing the Needs of Returning Student Veterans  Marriott O'Hare Corey Rumann, Iowa State University</p>
<p>This program explores the use of Marcia Baxter Magolda's Learning Partnerships Model (2004) to increase student engagement in the co-curricular environment. We will present one model that includes an outcomes-based framework, the use of student reflection and goal-setting, and developmentally appropriate learning challenges for students. Participants will engage in reflection and dialogue, based in context of their own programs, and discover how ALL student affairs professionals can facilitate engaging learning experiences for students.</p>	<p>Dealing with a change in leadership at any level is challenging but dealing with a new president impacts the entire campus. Come learn from a diverse group of SSAOs about how they recommend dealing with a new president, their challenges and successes, and how this applies to other staff's work in student affairs to promote student success.</p>	<p>This program will present the findings and implications for practice of a qualitative research study investigating the transition experiences of student veterans who re-enrolled at a community college following a military deployment in a war zone. In addition, the presenter and program attendees will discuss key issues and recommendations to identify ways that campuses can support student-veterans' successful transitions.</p>

12:45 p.m. - 2:00 p.m.

Monday, March 8



<p>97 All About Me: Expectations of Millennials and Moral Development  Univ. of Chicago Gleacher Ctr. 400 <i>Brian Bourke, Louisiana State University</i> <i>Heather Mechler, The University of Alabama</i></p> <p>Each generation of college-goers presents a new set of challenges for faculty and student affairs educators, and this is true of the Millennial Generation. One particular challenge unique to Millennials is that they rely on their parents and other authority figures for direction and approval. In this session, the presenters summarize research that demonstrates an increase in personally-interested thinking and external loci of control among Millennials, and then provide recommendations for aiding moral judgment development and moral functioning.</p>	<p>100 Bridging Student and Academic Affairs to Solve Budget Challenges  Marriott Purdue/Wisconsin <i>J. Patrick Biddix, Valdosta State University</i> <i>Kristina Cragg, Valdosta State University</i> <i>Kurt Keppler, Valdosta State University</i> <i>Don Leech, Valdosta State University</i></p> <p>Like many institutions, our mid-sized state university has been forced to absorb massive budget and spending reductions, while simultaneously increasing enrollment. This program details an innovative partnership between the division of student affairs and the college of education that resulted in a reallocated funding initiative adding a student affairs track to the higher education graduate curriculum. This initiative provides graduate assistantships to support the delivery of student services, and adjunct instructors drawn from doctoral-holding student affairs staff to assist with instruction. This program details the plan, from conception to development to execution. This session is intended to demonstrate how this process may generate ideas for dialog at institutions facing similar challenges.</p>	<p>102 Collaborating with Technology Professionals  Sheraton Michigan B <i>Kevin Guidry, Indiana University</i> <i>Jenni Brian, University of West Florida</i> <i>Yvonne Dorsett, Sinclair Community College</i> <i>Bernard Schulz, American University</i></p> <p>Student affairs professionals must often collaborate with technology professionals to develop and support technology tools and initiatives. These collaborations may be one-time efforts centered on a specific project or they may permanent relationships encompassing many projects and services. A diverse group of student affairs professionals with a broad range of experiences collaborating with technology professionals will discuss their experiences and present 'lessons learned' and advice for colleagues who are collaborating with technology professionals within and outside of student affairs organizations.</p>
<p>98 Assisting Returned Study Abroad Students: Strategies for Success  Univ. of Chicago Gleacher Ctr. 206 <i>Jaclyn Daddona, The College of Global Studies at Arcadia University</i> <i>Amy Greeley, The College of Global Studies at Arcadia University</i></p> <p>Students returning from study abroad often feel confused and stressed about how to integrate the new knowledge and experiences they gained abroad into their life at home and on campus. With an understanding of the study abroad re-entry process it is possible to assist students through this stage in the experience. In addition to outlining this process, the session will provide case studies and a discussion of concrete ways to support students in academics, personal life, and after college.</p>	<p>101 Building a Sense-of-Home When Constructing New Residence Halls  Marriott Halsted <i>Marlesa Roney, University of Kansas</i> <i>J. William Carswell, University of Kansas</i> <i>Nadia Zirri, Treanor Architects</i></p> <p>This panel presents a new conceptual model for designing residence halls that couples contemporary design knowledge with social and cultural research about college student development and student needs. The application of these concepts to residence hall remodeling and new construction enables students to increase their sense-of-home. The model is based on doctoral level architecture research, college housing officers' codified information, architects' case-studies experiences, and social-science research regarding college students.</p>	<p>103 College Student Peer Group Interactions in China and in the US  Sheraton Arkansas <i>Yanmei Zhang, University of Florida</i></p> <p>With globalization of higher education, it is important that we understand student experiences from a global perspective. This program will present a study that compared student peer group relationships on campus in China and in the United States. Implications of this study will be discussed. Participants will be engaged in a discussion about what may cause the differences. Programs and services to improve college student peer relationships to positively affect student learning will also be discussed.</p>
<p>99 Black Flight: African Americans Students' Choice to Attend PWIs  Univ. of Chicago Gleacher Ctr. 200 <i>Melvin Norwood, Auburn University</i> <i>David DiRamio, Auburn University</i></p> <p>Historically Black Colleges and Universities (HBCUs) struggle to maintain enrollment and remain relevant, while Predominately White Institutions (PWIs) strive to diversify their campus by recruiting more African-American students. Based on findings about college choice of over 30,000 African-American students collected from The Freshman Survey (TFS) of the Cooperative Institutional Research Program (CIRP), presenters will discuss strategies and best practices for student affairs educators to assist in diversifying campuses and preserving the number of students choosing to apply. Implications for programming will be discussed and session attendees will have a chance to participate using audience response technology ('clickers').</p>	<p>104 Continuing The Legacy Of Self-Determination Through A Tribal Learning Community  Marriott Chicago B <i>Heather Shotton, University of Oklahoma-Norman</i> <i>Joy Pendley, University of Oklahoma</i> <i>Brent Sykes, University of Oklahoma</i></p> <p>Learning communities have been shown to be an effective approach to engaging students and promoting student success. The collaboration between academic and student affairs is a powerful educational practice, especially for underrepresented populations. While learning communities are not a new concept, efforts to involve American Indian tribes in learning communities is fairly new. The University of Oklahoma recently established a tribally specific learning community in partnership with The Chickasaw Nation. This program will explore the development, key concepts, strategies, and lessons learned for this emerging tribal learning community.</p>	





105 East Meets West: Professional Development in Tough Economic Times



Marriott McHenry

Nancy Wada-McKee, California State University, Los Angeles

Jennifer Celaya Davis, California State University, Los Angeles

Richard Gatteau, Stony Brook University

Sandra Trapani, Stony Brook University

Professional development is vitally important to stay abreast of best practices and current research, motivate staff, and ensure excellent customer service. However, presenting staff training and development has become a challenge during these economic times. Learn strategies to make professional development a priority on your campus with institutional support. From New York to California, we'll share ideas to maximize existing resources, utilize skills across departments, develop a one-day conference, and provide long-term opportunities to enhance the growth and motivation of your staff members.

106 Effective Practices for Graduate Preparation



Sheraton Missouri

Peter Mather, Ohio University

Sarah Skipper, Alabama Governor's Office

Kent Smith, Ohio University

What knowledge and skills are required of new professionals, and how do they go about acquiring them? In 2007, an ACPA work team identified eight professional competency areas that are important for effective student affairs practice. This session will present results from a national study of 450 new professionals in which participants reported the extent to which they used the (ACPA) competencies and how these competencies were addressed in-class and out-of-class in their graduate programs. Participants will engage in a discussion of implications for the preparation of aspiring student affairs professionals as well as pedagogical and mentoring practices survey respondents described as the most valuable to their development as new professionals.

107 Effectively Engaging Students in Prevention



Sheraton Mayfair

Kimberley Timpf, Outside The Classroom

Stacy Andes, Villanova University

Eric Davidson, Eastern Illinois University

Beth-Anne Farrow, Wentworth Institute of Technology

Tracey Pakstis-Claiborne, Assumption College

Emerging national data has shown an increase in the percentage of students coming to campus as non-drinkers or low-risk drinkers, which presents a significant opportunity for student affairs professionals to engage these students and harness the power of the 'responsible majority' to shift norms away from alcohol use. This session will examine best practices from leading institutions that have increased student activism and participation in on-campus social events, and created interdisciplinary collaboration among students, faculty, and staff.

108 Enhancing Retention: Peer Mentors As Navigators Of Education



Marriott Chicago F

Judy Marquez Kiyama, University of Rochester

Shanna Crump-Owens, University of Rochester

Sandra Guillen Luca, University of Arizona

Melissa Raucci, University of Rochester

Despite research about retention initiatives on college campuses, little attention is given to efforts that involve peer mentors and the academic and social benefits they may experience by working as undergraduate employees of retention programs. Focusing on peer mentors is significant on many levels: they provide direct services to students as part of their jobs; and while working as a peer mentor, their own academic performance and sense of belonging increases. This presentation provides an opportunity for student affairs professionals to consider their own retention programs, to identify ways to work with peer mentors, and enhance the development of social and paraprofessional skills through training and community-building.

109 Enhancing the Legacy of Civic Engagement



Univ. of Chicago Gleacher Ctr. 408

Kathy Shellogg, Southeast Community College

Lisa Chambers, University of Toronto

Jon Dooley, Marquette University

For the past two decades, student affairs educators have made significant progress in providing meaningful service-learning opportunities that encourage civic engagement, but we continue to lack the momentum to ensure more graduates that are civically responsible leaders. Thomas Ehrlich (2000) described engaged citizen leaders as individuals responsible to view the moral and civic dimensions of social problems, make informed ethical and civic judgments, and take action when appropriate. Many service-learning programs provide opportunities for students to connect with communities and people supporting civic understanding. Often, these efforts fail to create the learning experiences that transform students and ensure a connectedness and value of civic engagement. This session will provide an opportunity for learning and discussion to enhance the legacy of civic engagement as advocates for improved learning and development for students. The presenters will discuss ways to cultivate campus partnerships, ensure best practices, and articulate strategies to influence the organization and structure of service learning that leads to engaged citizen leaders

110 Fostering Effective Mentor/Mentee Relationships Among College Men



Sheraton Ontario

Brian McGowan, Indiana University - Bloomington

Steve Desir, Georgia State University

Research in educational settings indicates that students are more likely to succeed if they have had a mentor. The role of mentors for young men can often be an essential factor to their overall success and growth. In university settings, males are responsible for the overwhelming majority of the problematic behaviors occurring on college campuses and effective mentoring could curb these actions. This workshop will present techniques for attendees to become an effective mentee, or a mentor for rising young professionals.



111 Future of Student Services at Community Colleges

-  *Marriott Grand Ballroom Salon I*
 Denise Swett, Foothill College
 Yvette Galloway, Prince George Community College
 Debbie Kushibab, Estrella Mountain Community College
 John Laws, Ivy Tech Community College
 Kate Mueller, Orange Coast College
 Cheryl Rasmussen, Highland Community College
 Ed Shenk, Alliant University
 Lisa Waits, Solano College

What will student services at community colleges look like in the near future? The next few years will mark an unprecedented opportunity to recreate student services at community colleges due to the waves of change we have already begun to experience. As the impact of the economy, technology, special populations, the federal agenda, demographics and so much more is felt, the focus and function of student services will need to respond with innovation and even imagination. The presenters will focus on the new challenges they are already seeing which will impact what form of services students will need and how they will best be provided, and strategies to foresee how student service professionals will need to change and adapt to creatively and successfully meet this exciting challenge. This workshop gathers a panel of highly experienced professionals who will participate in an interactive discussion on future challenges to student services at community colleges.

112 Gay and Christian: Sexual Identity at Faith-Based Schools

-  *Sheraton Huron*
 Roger Wessel, Ball State University
 Joel Wentz, Ball State University

College is a formative stage of identity development for many young adults. In some faith-based college settings, homosexual practices and behaviors are prohibited. This program will highlight results from a 2009 qualitative, phenomenological study on identity development of students with homosexual orientation enrolled in multiple faith-based institutions in the Midwest. The data provides an understanding of their identity struggles and what these institutions can do to meet the developmental needs of these students.

113 Genderism: Transgender Students and Binary Systems

-  *Sheraton Colorado*
 Brent Bilodeau, Michigan State University
 TJ Jourian, University of Vermont

Based on the book, *Genderism: Transgender Students, Binary Systems and Higher Education* (Bilodeau, 2009), this session explores a two year, dual campus study, which resulted in positing a definition and characteristics of genderism. This systemic, binary oppression system permeated campus life and is examined in-depth through the lives of ten transgender students. Session includes a research-driven framework for understanding genderism, examination of its primary impact areas on campus and implications for practice.

114 How to Submit a Program for the 2011 NASPA Annual Conference

-  *Sheraton Superior B*
 Mary Coburn, Florida State University
 Jonathan Eldridge, Southern Oregon University
 Stephanie Gordon, NASPA
 Lorie Kittendorf, University of South Florida

Educating for Lives of Purpose is the theme for the 93rd NASPA Annual Conference, to be held in Philadelphia, March 12 – 16, 2011. This presentation is for new and continuing professionals interested in submitting a proposal for the 2011 conference. Presenters will provide general information about the conference, discuss the theme, and describe the elements of a successful proposal. The presenters will also share information about how the program review process will work for next year's conference.

Featured Invited Session

115 Institutional Strategies for Re-Inventing Our Work: Practical Positive Solutions for Managing the Economic Downturn

-  *Marriott Clark*
 Marilee Bresciani, University of California, San Diego
 Javaune Adams-Gaston, The Ohio State University
 Pauline Dobrowski, Stonehill College
 Debby McClellan, Frederick Community College
 Lynn E. Priddy, The Higher Learning Commission of NCA
 Larry Roper, Oregon State University

After providing a theoretical perspective, a panel of senior student affairs officers will share specific strategies they have used to re-frame the work they do in order to align their work with their institutional strategic initiatives, thereby assuring their continued value in the organization overall, as well as their ability to secure funding in a time where resources continue to dwindle.

Following the panel, roundtable discussion will ensue where table moderators will assist participants with connecting ideas to practical solutions that can be carried out at each institution

116 Integrative Threat Assessment Matrix: Multi-Disciplinary Approach

-  *Sheraton Ballroom II*
 Kelly Wesener, Northern Illinois University
 John Jones, III, Northern Illinois University
 Micky Sharma, Northern Illinois University

The consequences, direct and indirect, of campus violence are detrimental to learning environments. Guided by Delworth's research on disturbing behaviors, the Department of Justice's Attack-Related Behaviors Model, and threat levels defined by Deisinger & Randazzo, join NIU senior level student affairs professionals as they discuss effective threat assessment team protocols. Additionally, a new tool will be introduced that aligns mental health concerns, thought and behavior patterns, and threat level with appropriate management strategies.





Live the Legacy Session

117 Live the Legacy Panel - Graduate Preparation Programs



Sheraton Michigan A
Mike Segawa, *University of Puget Sound*
Susan Komives, *University of Maryland, College Park*
Judith Rogers, *Miami University (OH)*
John Schuh, *Iowa State University*
Carney Strange, *Bowling Green State University*

This panel will feature some of the NASPA legacies discussing the role of graduate preparation programs from the past and into the future. Join your colleagues for a discussion of the profession and how student affairs professionals live the legacy

118 Living & Leaving a Legacy: The Road to Vice Presidency



Sheraton Michigan A

Kevin Dougherty, Judicial Affairs, The University of Arizona
Jason Casares, Judicial Affairs, The University of Arizona

Although senior student affairs officers (SSAO) predominantly remains Anglo-Saxon, great strides have been made with people of color in these positions. These gainful strides have helped dismantle the perception of the 'ivory tower' within Student Affairs and help motivate aspiring new and midlevel professionals. How were they able to achieve these positions? What can we learn from their challenges and successes? Hear the stories from an expert panel of SSAO and legacies, and hear how they are being a movement within higher education.

119 Mastering the Art of Learning, Teaching, and Assessment



Univ. of Chicago Gleacher Ctr. 306
Darby Roberts, *Texas A&M University*
Krista Bailey, *Texas A&M University*
Kathy Collins, *Texas A&M University*
Peggy Holzweiss, *Texas A&M University*

Student organization advisors are increasingly responsible for contributing to the academic mission of the institution and documenting learning using direct measures. Through the Student Leader Learning Outcomes Project, advisors have mastered individual learning conversations, tools to document learning, and professional development plans to guide practice and their own learning. This session will focus on fostering transformative learning and documenting that learning as it pertains to the education mission of institutions.

120

MORE: Multicultural Mentoring Program for freshmen at a PWI



Sheraton Ohio

Donna Wong, *Emory University*
Marc Cordon, *Emory University*
Stephen Deaderick, *U.C.L.A.*
Prudence Goss, *Multicultural Programs, Emory University*
Donna Wong, *Emory University*

The M.O.R.E. Mentor Program matches freshmen one-on-one with a big brother or big sister mentor; those mentor-mentee pairings are grouped into larger 'multicultural families' for intergroup communication and support. Cross-cultural matching promotes freshmen transition and increased intergroup contact on a highly diverse campus. Past assessments and an on-going cohort study suggest meaningful relationships, greater use of resources, and involvement of freshmen in the general college community evolved from participation in the M.O.R.E. program.

121

Moving Smoothly Through Change



Univ. of Chicago Gleacher Ctr. 308

Jeanine Ward-Roof, *Florida State University*
Allison Crume, *Florida State University*

Learning Reconsidered (2004) states that college and university staff and faculty will be challenged with the pace and depth of constant change, Scott (2004) cautions that 'we have to get smarter at both the 'what' of change and the 'how' of change' (p. 66), and even more recently Heifetz, Grashow, and Linsky (2009) offer advice about how higher education leaders can change their styles to adapt to the changes in their environment. As professionals review current publications and partake of intentional work on their campuses they find the topic of change at every turn which translates into considerations for policy and practice as well as staffing, programming, planning, and overall budgets. This program, Moving Smoothly Through Change, will offer student affairs professionals the opportunity to explore the concept of change from a theoretical, current literature, administrative, assessment, and personal view. Change for many student affairs professionals has become the very essence of life as they know it on their campuses and in light of these economic times, many traditional thoughts about higher education are being examined and demands of changing demographics, balancing emerging technology with traditional formats, educational needs, and exploring past traditions will require staff to reconsider and review policy, procedure, practice, and overall functions of their department or division. There is even a sentiment that some of the strides we have made in higher education are at risk because of the current demands for change. The presenters will facilitate a compelling discussion about change through the lens of current literature, available assessments, and change management successes used by other student affairs professionals. The participants will have the opportunity to learn more about the topic of change, explore their own receptivity to change, and develop an action plan for how to manage change on their home campus.

122

Moving Spirituality Forward: A Staff Development Model



Marriott Kane

Dave Rozeboom, *St. Edward's University*

Lisa Kirkpatrick, *St. Edward's University*

In the foreword to Encouraging Authenticity and Spirituality in Higher Education (Chickering, Dalton, Stamm, 2006), Alexander and Helen Astin note, 'changing our institutions and programs necessarily requires us to change the academic culture - our collective interiors - as well.' They submit that it is not how spirituality is defined that is important, but rather that academia should look to strengthen spiritual growth and the search for meaning and purpose. Recent research done by the Higher Education Institute at UCLA tells us college students have a strong desire to foster individual spiritual growth. Learn how one institution has prepared staff to move the spirituality discussion forward with college students by designing and implementing a staff development model for student affairs practitioners. The model includes five domains that reflect institutional core values; namely, mission and Catholic character, social justice, moral reasoning, student spiritual development, and the legacy of the Founding Order. Residence life examples of theory to practice serve as evidence of impact of professional development outcomes. Ultimately, this model empowers student affairs practitioners to engage students in personal interactive experiences that cultivate faith, hope, advocacy, justice and respect for diversity. Perhaps this model will inspire you to start a movement of your own-one that is grounded in preservation of institutional mission and will indeed transform a student, a community and a world (power of one).

123

Multicultural Affairs: Where Are We Going?



Sheraton Erie

Corinne Kodama, *University of Illinois at Chicago*

Kamilah McCoy, *Northwestern University*

Kisa Takesue, *Brown University*

Edwina Welch, *University of California, San Diego*

This workshop with provide multicultural affairs professionals with an opportunity to discuss the changing landscape of diversity work. With court challenges, budgetary cutbacks, and generational shifts in attitudes about 'identity,' is it time to re-conceptualize our programs? Are single race- and gender-based services still appropriate or are we perpetuating labels that don't fully affirm the complex and intersecting identities of our increasingly diverse students? Let us be the movement in advancing the multicultural affairs conversation.



<p>124 National Policies: Who's Paying Attention to Students of Color?</p>  <p><i>Sheraton Ballroom III</i> Sheryl L. Mauricio, Michigan State University Michelle A. Cooper, Institute for Higher Education Policy</p> <p>Student affairs professionals who advocate for historically underrepresented groups are usually grounded in work confined to institutions of higher education. The opportunity to have conversations about policies that are created in Washington, DC, that affect this group of students are few and far between. In light of the increased enrollment of students of color, Student affairs professionals are invited to join in a conversation about current trends and advocacy efforts occurring at the national level.</p>	<p>127 Project ReMiX: A Multiracial Space in a 'Check One Box' World</p>  <p><i>Marriott Chicago H</i> Sumun Pendakur, University of Southern California Syreeta Aboubaker, University of Southern California Jade Agua, University of Southern California Corliss Bennett-McBride, University of Southern California William Vela, University of Southern California</p> <p>Biracial? Mixed? Hapa? Multiracial students represent a fast growing, underserved population on college campuses. This interactive session focuses on multiracial student development theory and Project ReMiX – a collaborative, year-long program offered by Asian Pacific American Student Services, the Center for Black Cultural and Student Affairs, and El Centro Chicano at the University of Southern California. Beyond gaining a theory to practice approach, participants will walk away with a framework to craft cross-culturally appropriate programs for their own campuses.</p>	<p>129 Starting a Movement: Advancing the Common Reading Experience</p>  <p><i>Marriott Belmont</i> April Heiselt, Mississippi State University Amy Berryhill, Mississippi State University David Fulton, Mississippi State University Jerry Gilbert, Mississippi State University Nancy McCarley, Mississippi State University Linda Morse, Mississippi State University Lynn Reinschmiedt, Mississippi State University Jason Tiffin, Mississippi State University</p> <p>Common reading programs are continuing to evolve. At Mississippi State University, a viral marketing campaign gave students an opportunity to discover an immersive, online, learning experience. Participation in common reading events like a Habitat for Humanity project provided clues that kept students playing. This interactive program session features a discussion with web designers and faculty who will provide details about how to advance a common read in order to impact students' lives, build community, and stimulate conversations of social justice.</p>
<p>125 Nourishing Racially Diverse Students' Sense of Belonging at PWIs</p>  <p><i>Sheraton Superior A</i> Terrell Strayhorn, University of Tennessee</p> <p>Prior research on interacting with diverse peers focuses on pooled samples including all racial/ethnic groups or specific subpopulations such as women and White men. Research on sense of belonging has tended to include part-time learners, Asians, and Latinos, but few studies focus on nurturing sense of belonging and positive peer interactions among racially diverse students. Addressing this gap in the literature, I analyzed CSEQ data for about 8,000 respondents and found that cross-racial interactions were significant for racially diverse groups; however, specific kinds of experiences yielded different effects. In this session, I present findings and highlight implications for student affairs practice and research.</p>	<p>128 Reclaiming Wellness: Our Student Affairs Professional Legacy</p>  <p><i>Marriott Northwestern/Ohio</i> Patricia Fabiano, Western Washington University</p> <p>How do student affairs professionals address the paradox of being in a field whose philosophical foundation is dedication to the student as a whole person while we practitioners work ourselves to death? How can student affairs professionals, especially women in student affairs, reclaim our personal life-work balance? Together, we will recommit ourselves to one of the key philosophical foundations of the student affairs profession—being whole persons—and we will discover the power of 'small acts of leadership' that produce big changes in the quality of our lives.</p>	<p>130 Strategic Expectations: Developing Hope in College Students</p>  <p><i>Univ. of Chicago Gleacher Ctr. 404</i> Eileen Hulme, Azusa Pacific University Ray Rood, Genysys Group</p> <p>In our fast-paced world, student affairs professionals and college students find themselves reacting to their present circumstances as opposed to inventing their futures. This tyranny of the urgent can lead to decreased levels of hope, an essential characteristic that leads to student success. This presentation will explore the practical application of Strategic Expectations, a facilitated process that enables college students to discover meaningful, vision-driven goals and develop the necessary motivation to achieve their goals.</p>
<p>126 Preparing Scholars of Teaching and Learning in Student Affairs</p>  <p><i>Sheraton Ballroom V</i> Celestino Limas, Lewis & Clark College Matthew Gray, Johnson & Wales University Tony Ribera, Indiana University</p> <p>Through a scholarship of teaching and learning (SoTL), scholars examine the impact of teaching methods on student learning. Faculty have made significant contributions to this literature; however, fewer contributions have been made by practitioners despite teaching and learning being an important part of student affairs. This session will preview an upcoming study that examines the extent to which formal curricula in student affairs graduate programs prepare future practitioners to engage in SoTL work.</p>		



131	Student Affairs Abroad: Live the Legacy, Be the Movement		
	<i>Marriott Chicago E</i>		
	<i>Christopher Silva, Qatar Foundation</i>		
	<i>Jill Duffy, University Qatar</i>		
	<i>Caleb Keith, University of Georgia</i>		
	<i>Kevin Konecny, King Abdulla University of Science and Technology</i>		
	<i>Luke Morrill, Texas Christian University</i>		
	The establishment of satellite campuses of American institutions of higher education overseas, as well as the increasing student diversity attending American universities, can be viewed as a parallel phenomena. Both movements are providing experiences to help shape new professionals by challenging the assumptions of traditional student affairs professional practice. Graduate preparation programs are beginning to place more emphasis on international education and international internships provide the perfect opportunity to apply theory in a practical setting.		
132	Student Learning through the Student Conduct Process		
	<i>Marriott Lincolnshire</i>		
	<i>Cassie Gerhardt, University of North Dakota</i>		
	<i>Cara Halgren, University of North Dakota</i>		
	What do students learn from student conduct experiences? This session will provide an overview of three studies initiated to better understand student learning outcomes. The studies address: efficacy in providing 'victim'/'witness' services; student perceptions of learning; and students' reflections on judicial meetings 5 years out. Presenters will address: the development of five conduct program learning outcomes; theoretical relevance of these learning outcomes; three projects, their methods, and the use of technology; and preliminary study results.		
133	Support for Same-Sex Relationships: CIRP Freshman Survey Views		
	<i>Univ. of Chicago Gleacher Ctr. 300</i>		
	<i>John Pryor, Higher Education Research Institute</i>		
	<i>Serge Tran, Higher Education Research Institute</i>		
	Helping students to embrace diversity can be a great challenge. Not only is this a stated goal of many of our institutions, but it is also a necessity in today's global workplace. The presenter will illustrate changing opinions on same-sex relationships of incoming first-year students at four-year institutions using the CIRP Freshman Survey, focusing on differential levels of support by political affiliation, institutional type, and other groupings, and discuss the implications of these findings in working with students on the importance of diversity.		
134	Sustaining Your Sustainability: Navigating The Journey		
	<i>Marriott Chicago C</i>		
	<i>Benjamin Dewberry, North Central College</i>		
	While there are many initiatives that can be enacted on a campus that have immediate effect, such as recycling projects, this program will examine how sustainability becomes embedded within the culture and structure of a higher education institution. This program will cover topics related to ensuring the effectiveness and longevity of systemic changes on campuses. Particularly, we will discuss what student affairs divisions can do to engender and support this process, as well as share some examples from ongoing work by some divisions on their campus.		
135	The Change You Wish to See: Student Affairs as Spiritual Practice		
	<i>Sheraton Mississippi</i>		
	<i>Jane Fried, Connecticut State University</i>		
	The purpose of this program is to create a space for dialogue around spiritual issues at work. The definition of spirituality is 'the experience of oneness beyond duality' (Julian Stern, York St. John's University). The question to be explored in this dialogue is 'How do we, as student affairs professionals in complex institutions, move closer to an understanding and experience of oneness beyond duality in our work?' How do we discuss it with students? How do we stay connected to our own spiritual core in fragmented daily lives? Non-denominational dialogue. All perspectives are welcome.		
136	The Higher Education Mental Health Alliance: Putting your Professional Organizations To Work For You		
	<i>Marriott Chicago G</i>		
	<i>Chris Brownson, University of Texas - Austin</i>		
	<i>Katheryn (Tina) P. Alessandria, West Chester University</i>		
	<i>Traci E. Callandrillo, American University</i>		
	<i>Chanda Corbett, Loyola University, Baltimore</i>		
	<i>Gregory T. Eells, Cornell University</i>		
	<i>Jerald Kay, Wright State University</i>		
	<i>Jeanne Miller, SUNY College at Oneonta</i>		



Keynote Speaker
Eboo Patel
2:15 p.m. - 3:30 p.m.
Sheraton Chicago Ballroom

138 The Spiritual Development of Nonheterosexual Undergraduates



Marriott Watertower
Shaunna Payne Gold, *University of Maryland College Park*

Spiritual development and nonheterosexual identity development are both slippery topics that are individually complex and multifaceted. A number of scholars from various disciplines have called for a deeper understanding of the intersection of spirituality and nonheterosexual identity (Buchanan, Dzelme, Harris & Hecker, 2001; Cushman-Kosar, Grajales, & Thompson, 2008; Love, Bock, Jannarone, & Richardson, 2005). The coming-out process can be a strong motivator for exploring one's spiritual identity because of the realities of spiritual oppression by traditional organized religions which are not gay-affirming and may also be overtly anti-homosexual. Considering that both spiritual identity and sexual identity are increasingly being considered as additional elements of diversity among student populations (similar to religiosity), the intersection between spirituality and nonheterosexuality should be explored (Clark, 2003; Pope, 1995; Rogers & Love, 2006).

139 Toward Diverse Democracy: Students Leading Identity-Based Groups



Marriott Great America
C. Casey Ozaki, *University of North Dakota*
Kristen Renn, *Michigan State University*

Research demonstrates that student leaders of identity-based organizations (i.e., groups based on a psychosocial identity such as race, gender, or sexual orientation) experience development of both leadership identity and the identity emphasized by that organization. We bridge research to practice to consider how student affairs professionals can maximize outcomes of student involvement in identity-based groups. We also emphasize the ways that leadership identity cultivated in identity-based groups contributes to the whole of campus culture and, ultimately, prepares diverse citizens to participate as leaders.

140 "What About Us?": Engaging Second-year Students



Marriott Chicago A
Lance Kennedy-Phillips, *The Ohio State University*
Christina Athas, *The Ohio State University*
Justin Moses, *The Ohio State University*

The second year in college can be a critical time in students' educational career where the support to promote student involvement and integration at college is often less structured. This program will explore factors associated with the social and academic involvement among second-year students. To accomplish this objective, a study was conducted to explore second-year student involvement in the academic and social aspects of collegiate life at a Midwestern public research university. The presentation will share practical examples of how the data have been used to improve programs and services for second-year students.

141 White Privilege 101



Marriott Michigan/Michigan State Art Munin, DePaul University

Whiteness is a concept that must be defined historically. However, the power of White privilege has subverted history, perpetuating the lie that Whiteness does not exist nor is it privileged. Typically history is written by those who have won but this presentation will give voice to those who have been silenced. We will uncover how White privilege has evolved, how it is perpetuated and what we can do in our roles to unhinge its power. This critical reflection is vital in the development of a socially just leader.

142 Corporate Presentation: Leveraging Diversity to Increase Student Retention



Marriott Armitage
Cecy Kuruvilla, *Sodexo USA*

Student retention is one of the most important issues facing higher education today. With one-third of college students dropping out of school each year, student departure may serve as a barometer of the social and intellectual health of college life. Anticipating the needs of the 21st century student while understanding the ways in which the values and practices of a higher education institution impact on student retention are critical. This session explores best practices around retention programs that focus on the college's commitment to meet the needs of its diverse students, faculty, and staff, and the student's integration into the school. Participants will have the opportunity to learn from corporations like Sodexo who have successfully implemented diversity and inclusion strategies that manage the generational convergence at workplaces.

Monday – 2:15 p.m. - 3:30 p.m.

143 40 years after Stonewall: Current Dilemmas and Opportunities



Univ. of Chicago Gleacher Ctr. 300
Kathy Obear, *Social Justice Training Institute*
Vernon Wall, *Social Justice Training Institute*
Jamie Washington, *Social Justice Training Institute*

Come participate in an engaged discussion around current campus dynamics related to sexual orientation and gender identity/expression: How have the issues/dilemmas shifted as campuses have become more diverse by age, race, national origin, class, and religious/spiritual practice? What are best practices for creating inclusive campus environments for all people who identify as LGBTQ on campus?

144 A Community Movement to Clarify & Collaborate on Student Conduct



Univ. of Chicago Gleacher Ctr. 404
Jenn Crowder, *Lewis & Clark College*
Charlie Ahlquist, *Lewis & Clark College*
Celestino Limas, *Lewis & Clark College*

Student conduct is a rich opportunity to engage students in a pedagogical setting like no other while having a positive impact on the community. However, at times there can be an adversarial tone or ideology in conduct practices/policies that serves to distance students from educators when our rhetoric around conduct does not match our actions. This session will explore how one institution took a comprehensive approach to overhauling its conduct system with a student-centered approach that redefined expectations for students and educators.

145 A Hierarchy of Freshman Retention: Spotlights Three Levels



Sheraton Huron
Sherry Woosley, *Ball State University*
Michelle Cohenour, *University of Iowa*
Jimmy Moore, *University of Central Florida*

Retention doesn't feel like a student development issue, although it clearly links to the mission of student affairs. This presentation will talk about three hierarchical levels where student affairs professionals can have a positive impact on retention while remaining true to their professional values. A multi-campus perspective will focus on best practices associated with identifying students who need support and effective interventions, designing programs and policies, and using assessment and research to inform our programmatic decisions.



<p>146 A Legacy of Criticism: Has Student Affairs Earned Respect?</p> <p> Marriott McHenry Heath Boice-Pardee, Rochester Institute of Technology Mary-Beth Cooper, Rochester Institute of Technology</p> <p>For more than a century, critics have challenged the student affairs profession; the struggle to find a sustained level of respect in higher education is well documented. Surely, although troubling, there is merit to some of the criticism. In fact, the very profession of student personnel services was born out of the faculty's refusal to perform certain 'menial' tasks. In this session, participants will be allowed and encouraged to engage in honest discussion about the profession's legacy and future promise.</p>	<p>148 Black Male Initiatives...What About the Sistahs?</p> <p> Sheraton Ontario Juliana Mosley, Philander Smith College Kisa Hinton, Philander Smith College De'Aira Kennemer, Philander Smith College Rhonda Lovelace, Philander Smith College</p> <p>Since 2000, many universities have implemented Black male initiatives to increase retention and graduation rates. While Black females typically enter and graduate in higher percentages, some aspects of their development such as low self-esteem, unplanned pregnancies, and womanhood issues may hinder their matriculation. Thus, Philander Smith College, created Platinum by Design. The program seeks to emphasize the importance of creating personal interactions between female collegians and address their various educational, emotional, and social issues.</p>	<p>151 College Entrance Vaccinations: Who Is Really At Risk?</p> <p> Marriott Great America Matt Calfin Sherri Tenpenny, OsteoMed II</p> <p>With meningitis, the H1N1 (Swine flu) and other communicable diseases circulating, institution leaders have created policies to protect the overall welfare of the student body. Students are asked to demonstrate proof of vaccinations prior to enrolling in college and university classes. This presentation discusses the advantages and challenges of such policies. Further, attendees will learn practical strategies to BE THE MOVEMENT on your campus to ensure student health.</p>
<p>147 Applying CAS Standards to Campus Emergency Management</p> <p> Marriott Chicago E Issac Carter, Dean of Students, St. Thomas University Beatriz Robinson, St. Thomas University</p> <p>In the wake of recent violence and natural disasters devastating college campuses, there is a glaring need to develop general principles for campus emergency management beyond the National Incident Management System (NIMS) and the Incident Command System (ICS) model now commonly used by local, regional, and federal authorities. In the case of any campus emergency event necessitating non-campus law enforcement, external law enforcement and related teams would implement the NIMS/ICS to manage the crisis. It is imperative that campus leadership understand NIMS/ICS and be fluent in its execution in order to both effectively assist in the crisis and maintain authority throughout the event. While thorough and effective, NIMS/ICS is not easily transferable to higher education. A bridge model is necessary to bring together the best practices within higher education and the federal emergency management community. For 30 years, the Council for the Advancement of Standards in Higher Education (CAS) has brought together all spheres of higher education to promulgate standards for quality programs and services. Using the CAS model provides a platform commonly understood by the higher education community for the application of NIMS/ICS. This session will demonstrate the viability of the NIMS/ICS model in higher education by viewing the model through the CAS lens. The session will link best practices in higher education with those of non-campus emergency response providers so that campus authorities can 'own their dirt,' as well as be truly helpful when faced by the onslaught of external response teams. The session will integrate the four primary dimensions of NIMS, preparedness, response, recovery, and mitigation, with the 13 common criteria areas of CAS. The session will also incorporate case study methodology to demonstrate the applicability of NIMS/ICS to higher education.</p>	<p>149 Building African American Male Leadership in Higher Education</p> <p> Sheraton Superior A Todd Suddeth, The Ohio State University Tai Cornute, The Ohio State University</p> <p>'Leaders are made not born.' From college applications to corporate executive positions, leadership is in demand. Many famous African American men developed their leadership skills during their time in college. The Todd Bell National Resource Center on the African American Male plans to increase the involvement of African American males in leadership positions on campus through development of its Leadership Institute. Participants will receive information about the Leadership Institute and students who have participated in the program.</p>	<p>152 College Students From Foster Care: Challenges, Champions & Change</p> <p> Marriott Grand Ballroom Salon I Yvonne Unrau, Western Michigan University John Emerson, Casey Family Programs</p> <p>This presentation addresses the challenges and needs faced by young people who 'age out' of foster care and want to go to college. Approximately 25,000 young people age out of foster care every year. Only half graduate high school and about 10 percent enroll in postsecondary education. Lack of family support, finances, and knowledge of higher education are a few of the obstacles that prevent access to higher education, and make it difficult to stay in college after enrollment. Programs to support young people from foster care in college began in the late 1990s with the emergence of the Guardian Scholars program in California. Since then, many other college support programs have sprouted up across the United States. The Seita Scholars program is one example of a college support program at Western Michigan University that is designed to support students from foster care. The program accepted 51 students from foster care in its first year of operation and achieved a third-semester retention rate of more than half. Now in its second year of operation, the program welcomed another 49 students and expects to improve retention rates based on lessons learned in the first year of operation. The program was designed by a student advisory group of eight students from foster care and a core administrative group at the university. Planning was guided by publications developed and provided by Casey Family Programs, the nation's largest operating foundation entirely focused on foster care. Details of the program will be shared, and participants will be provided with practical tools for developing support services for students from foster care on their college campuses.</p>
<p>150 Clicking Through to Student Engagement Using CRM Technology</p> <p> Marriott Chicago C Gregory T. Mason, Hunter College - CUNY Regan Christie, Hunter College Angela K. VanDijk, Hunter College Dr. Case Willoughby, Hunter College</p> <p>Universities constantly look for ways to communicate more effectively with their student populations. In 2008, Hunter College implemented a Client Relationship Management (CRM) tool to create a more seamless communication plan for incoming first-year and transfer students. Students are now only a mouse click away from their personalized 'MyChoice' page, creating a greater sense of student engagement and ownership during the transition to Hunter. The presenters will showcase a snapshot of how the CRM was used with the incoming Fall 2009 class.</p>		



153 Creating Litter-free Campuses with Keep America Beautiful
 *Marriott Northwestern/Ohio*
Jennifer Garrett, Iowa State University
April Wennerstrom, Keep America Beautiful

Keep Iowa State Beautiful (KISB) is a successful litter prevention project at Iowa State University. A KISB representative will share an established campus initiative incorporating national tools into a sustainability program. Representatives from Keep America Beautiful will share information about the national initiatives to help colleges and universities promote litter prevention, waste reduction, and recycling programs on campus. Participants will identify ways to promote initiatives on their campuses to further sustainability efforts.

154 Cultural Transferability of Socially Responsible Leadership
 *Sheraton Colorado*
Michael R. Beazley, Loyola University Chicago
Ana del Castillo, American College of Education
John P. Dugan, Loyola University Chicago

This presentation builds upon existing research to explore college student leadership development in a global context. The findings explore similarities and differences in college student leadership in the United States, Canada, and Mexico. Results offer insights into the transferability of socially responsible leadership across cultural boundaries as well as how leadership educators can more intentionally develop students' capacities in a variety of cultural contexts.

155 Developing Student Affairs Leaders
 *Marriott Armitage*
Laura Majovski, Pacific Lutheran University
Kari Ellingson, University of Utah
Larry Roper, Oregon State University
Charlotte Tullos, Central Washington University

'Human capital is the greatest asset of any student affairs division.' (Jackson et al, 2009). Developing student affairs colleagues as leaders in the profession is vital to the continued excellence and relevance of the work of student development on campus. The panel will address generational issues in implementing methods to meet the needs of developing professionals and highlight approaches of four institutions, with approaches from undergraduate through mid-level staff. Presentation will include discussion of best practices with participants.

156 Encouraging and Creating Opportunity for Graduate Scholarship
 *Univ. of Chicago Gleacher Ctr. 308*
Kinsey Holloway, Colorado State University
Jordan Alexander, Colorado State University
Joe Levy, Colorado State University
Nicole Scheer, Colorado State University

In keeping with this year's conference theme of 'Live the Legacy, Be the Movement', this session aims to do both. The session will focus on the theoretical importance and relevance of current scholarship and research for higher education, as well as providing contextual information about why graduate students (and professionals) should view this topic as important. Through interactive and informative measures, the presenters will provide attendees with history and background knowledge of an existing peer-edited, graduate student-produced, scholarly journal, as well as discuss other venues for graduate student scholarship. As part of sharing effective practices, the presenters will engage attendees in discussions around starting their own programs and presenting ways with which to connect graduates to scholarly forums.

157 Eportfolios: The Yin and Yang of Partnering for Learning
 *Sheraton Mayfair*
Julie Owen, George Mason University
Kara Danner, George Mason University
Janet Easterling, Seton Hall University
Candace Ford, Florida State University
Tracy Penny Light, St. Jerome's University

Electronic portfolios foster the opportunity for faculty and student affairs to partner for student learning. This session will share information about e-portfolio projects from several campuses that have engaged students in the development of reflection and the understanding of the intersection of curricular/co-curricular learning. Panelists include faculty and student affairs educators who have participated in a three-year cohort sponsored by the International Coalition for Electronic Portfolio Research and NASPA.

158 Exploring Learning Outcomes for Professionals in Student Affairs
 *Sheraton Ballroom II*
Lauren Weiner, UC San Diego
Marilee Bresciani, San Diego State University
Eric Felix, San Diego State University
Jessica Hickmott, Weber State University
Susan Komives, University of MD
Dwayne Todd, Columbus College of Art & Design
Vasti Torres, Indiana University

Recognizing the need to establish an agreed-upon set of standards and competencies for student affairs professionals, an in-depth document analysis of NASPA, ACPA, and CAS documents was conducted along with a relevant literature review on this topic. The purpose of this research was to develop a standardized set of competencies to encompass learning outcomes for student affairs professionals. This session will invite participant feedback on the findings and recommendations of this study in order to add further insight into the design of professional development programs for NASPA, ACPA, and institutions to offer.

159 Freshmen in Triple Rooms: Maximizing Learning
 *Univ. of Chicago Gleacher Ctr. 400*
Patricia Christiano, University of New Haven
Frederic (Ric) Baker, University of New Haven
Darlena Jones, Educational Benchmarking (EBI)

If you ask a student if they want to live in a triple occupancy room or in a super suite with a private bedroom, which do you think they'll choose? Well, what they want may not be what they need. Join us for a powerful presentation on the positive impact that triple occupancy rooms can have on students' social integration and learning. National data trends gathered from the ACUHO-I/EBI Resident Assessment will support the findings of a mid-sized private liberal arts university.





160 GW's Presidential Administrative Fellowship Program



Marriott O'Hare

Toby Davidow, The George Washington University

Gina Fernandes, The George Washington University

Andrew Sonn, The George Washington University

Brian Hamluk

For 20 years, The George Washington University's Presidential Administrative Fellow Program (PAF), has provided GW students with a life-changing experience promoting lifelong affinity for GW. GW seniors wishing to pursue a master's degree at GW have the opportunity to receive free graduate school tuition, a housing stipend, and a work stipend in exchange for serving as an institutional ambassador. Hear from PAF officials and a current PAF describe the program for you to consider implementing such a fellowship at your institution.

161 Hello Commuters! An Engagement Model for the Off-Campus Experience



Marriott Michigan/Michigan State

Jessica Edonick, Drexel University

As our institutions continue to grow and the economy still continues to impact employment, Universities and Colleges are experiencing a growth in both students living off campus and adult learners. Go for a ride on Drexel University's commuter engagement model and experience how traditional and adult learners succeed on their journey to graduation.

162 How Do Faith-Based Institutions Live Out Their Legacies?



Sheraton Superior B

Allison Jerome, Chaminade University of Honolulu

Jacob Diaz, Seattle University

Tabatha Jones, Pepperdine University

Marie Minnick, University of San Diego

Stacy Rothberg, Pepperdine University

Faith-based institutions, steeped in religious beliefs, traditions, and practices, are an important cohort in the diverse spectrum and enduring legacy of higher education institutions. As Student Affairs professionals, we strive to live out the missions of our institutions' supporting and challenging students, and facilitating their learning and growth. From our experience at four universities with richly complex faith traditions, specifically Catholic and Christian, this session explores the distinctive contributions of faith-based institutions and the unique challenges we navigate. Given our common purpose to prepare students to lead and serve in an increasingly global and dynamic world, this session invites participants to engage in a conversation about the student experience and educational endeavor at faith-based schools through an exploration of case studies in a small group format.

163 Institutional Efforts to Retain Graduate Students of Color



Marriott Chicago B

Marcela Muniz, Stanford University

Lorelle Espinosa, Institute for Higher Education Policy

Kimberly Griffin, The Pennsylvania State University

Given a widely expressed need to increase the number of underrepresented minority students (URMs) graduating with doctoral degrees, this presentation engages participants in discussion about challenges facing those charged with the retention of underrepresented graduate students. Findings from ongoing research on graduate diversity officers' common struggles and best practices are shared. Participants are encouraged to reflect on their own institution's work in this area and brainstorm ideas to more effectively retain diverse populations.

164 Interconnectedness of Queer Students of Color



Sheraton Erie

Sharon Chia Claros, Loyola University Chicago

Rise Nelson Burrow, Loyola University Chicago

'Gays & blacks don't go together' – Bayard Rustin. 'I don't know very many gay Mexicans' – Frida Kahlo. Legacies of queer people of color have been hidden and forgotten based on these narratives from queer students of color. These narratives serve as the foundation of this session. Aiming to challenge professionals using Critical Race & Queer Theories, our goal is for you to return to your campus w/ the HOPE of creating PROGRESS and realizing YOUR POWER to BE THE MOVEMENT to create practices that validates the existence of queer students of color.

165 Juggling Acts: Student Parents in University Communities



Marriott Watertower

Brooke Noonan, University of Chicago

Nan Doolittle, Central Washington University

Renée Edwards, University of Chicago

Lizanne Phalen, University of Chicago

Students struggle with juggling academics and family as much as student services offices struggle with juggling lean budgets and programming costs. The University of Chicago (research, urban) and Central Washington University (state, rural) share their stories of building grass-roots Family Resource Centers that provide services for students with families. What may surprise you: each institution started its Family Resource Center movement at virtually no cost to the University. Attend to find out how!

Live the Legacy Session

166 Live the Legacy Panel - The Role of the SSAO



Sheraton Ballroom I

Mike Segawa, University of Puget Sound

David Ambler, University of Kansas

Judith Chambers, University of the Pacific

Doris Ching, University of Hawai'i System

James Rhatigan, Wichita State University

This panel will feature some of the NASPA legacies discussing the role of the SSAO from the past and into the future. Join your colleagues for a discussion of the profession and how student affairs professionals live the legacy.

167 Living the Legacy: Leading and Learning Through a Campus Crisis



Marriott Halsted

Connie Gores, Winona State University

C.K. Kwai, Winona State University

Universities are unique institutions with diverse, ever-changing demographics. A tragedy affects all aspects of campus life. When an international student is involved, the complexities mount. Building on lessons learned from a recent student crisis, the presenters will utilize a case study approach to share their critical response to the tragedy, knowledge gained, and the transferability of their wisdom to the entire campus community. Participants will be asked to share experiences and will be encouraged to ask questions.

168 Peer Leadership: Measuring Personal Growth & Academic Achievement



Univ. of Chicago Gleacher Ctr. 200

Ryan Goodwin

Jennifer Keup

Emily Mullins, University of South Carolina

This session will share select findings from the 2009 Peer Leadership Survey sponsored by The National Resource Center for The First-Year Experience and Students in Transition (NRC), including student demographics, experiences with peer leadership, the characteristics of peer leader roles and programs, and self-rated change as the result of peer leader experiences. Specific emphasis will be placed on student responses to the open-ended items on the survey that captured their perceptions of the peer leader experiences as well as self-reported personal and academic impacts of serving as a peer leader. These research findings will serve as a foundation for discussion among session participants.



Featured Invited Session

169 Personal Strategies for Re-inventing Our Work: How to Thrive in Turbulent Times



Marriott Clark

Eileen Hulme, Azusa Pacific University

Kevin Jackson, Baylor University

Tom Brown, Virginia Tech

Kimberly Thorbury, Union University

In this roundtable discussion, a panel of seasoned survivors who have learned to make the best of difficult times will lead us in a thoughtful discussion of the personal side of crisis leadership. We all know that crisis provides opportunity, but what combination of skills and attitude will help us do more than survive this economic downturn?

Attendees will have the chance for table discussions of strategies that work.

170 Practitioner Advocacy to Improve Undocumented Student Success



Sheraton Ohio

Angela Chen, UCLA

Santiago Bernal, UCLA

Alfred Herrera, UCLA

In this session on improving undocumented student success we will address the status of undocumented immigrant students and strategies to become practitioner allies. Immigrant rights will be the central civil and human rights issue that will define this generation of youth. Due to the controversial debate on immigration, undocumented students represent one of the most vulnerable subset of youth in regards to college access and retention. As practitioner allies, we provide 1) our perspective on how proponents of undocumented students can engage in successful practices in support and advocacy and 2) available resources for supporting undocumented students.

171 Project Access: International Travel for People with Disabilities



Marriott Chicago A

Michelle Rigler, University of Tennessee at Chattanooga

Leslie Harms, University of Tennessee at Chattanooga

Bryon Kluesner, University of Tennessee at Chattanooga

In an age where international travel makes college graduates more marketable for employment, it is vital that students with disabilities also have this opportunity. Travel is difficult due to lack of accessibility and fear of the unknown. Through firsthand experience, the group presented that cultural acceptance inherent in the South Pacific far out way the benefits of the legalistic approach in the United States society. This is an opportunity to share our experiences through our documentary to foster more positive attitudes towards persons with disabilities.

172 Renewal and Regeneration of Senior Faculty



Sheraton Missouri

Kathleen Manning, University of Vermont

Fernando Padró, Cambridge College - Boston

Carney Strange, Bowling Green State University

Raymond Ting, North Carolina State University

Grading papers, institutional committee meetings, student reference letters, graduate student admissions, tenure and promotion reviews, and the myriad of other faculty responsibilities and tasks can seem repetitive after a number of years as a full-time faculty member. Faculty facilitators who are NASPA Faculty Fellows will participate in a panel to share their experiences and open the discussion on ways to rejuvenate and renew a faculty career.

173 Residential Colleges: Fostering a Liberal Arts Legacy?



Sheraton Arkansas

Jody Jessup-Anger, Marquette University

A cornerstone of liberal arts education is the development of lifelong learners. As the knowledge economy demands constant adaptation to new technologies and contexts, the development of lifelong learners is more critical. This interactive presentation draws upon findings of a national study examining the roles of residential college environments and motivation in promoting lifelong learning. We will discuss aspects of the curriculum and co-curriculum (within residential colleges and student affairs generally) that encourage students to be lifelong learners.

174 Safety Best Practices: Public/Private & Legal Implications



Marriott Kane

Jen Day Shaw, The University of North Carolina at Greensboro

Aaron Fetrow, Guilford College

Using real life scenarios, the presenters will actively engage participants in a fun and informative discussion of a series of safety related issues including threat assessment, mental health issues, H1N1, felony behavior off campus and others. Both Deans of Students (one an attorney) will discuss scenarios from a best practice perspective including the differences between public and private institutions' and legal implications.

175 Student Activism 1960-2010: Methods Change, But Issues Remain the Same



Marriott Chicago G

Michael Laliberte, Boise State University

An historical research and analysis methodology was used to explore the effects of a key period of student activism, 1968 to 1972 at American colleges and universities. Specifically, examining the particular issues and frustrations of the dissenting students was examined. Additionally, the activities and actions of students as a result of their dissent were logged and profiled. As a result of the students' behaviors, when actions became unmanageable, members of the student affairs profession were called upon to respond on behalf of their institutions. Specific responses were commonly used to address specific behaviors. These responses and the short- and long-term effects of those responses have been closely examined.

THE COMMUNITY COLLEGE EXECUTIVE LEADERSHIP EXPERIENCE (CCELE)

MARCH 4-6, 2011 PHILADELPHIA, PENNSYLVANIA

CCELE is a selective, two-year executive program in which senior student affairs officers spend the first year working with a coach and the second serving as a coach to a new class of fellows.

Commencing with an initial two-day program prior to the 2011 NASPA Annual Conference, participants will increase and refine their knowledge and skill sets, developing a perspective to afford them a leadership edge.

for more information, please visit
www.naspa.org/programs/ccele



**176 Student Free Speech Rights/
Responsibilities in the Age of
Facebook**



Sheraton Ballroom II

Neal Hutchens, University of Kentucky

The right of public college and university students to engage in free speech that is protected by the First Amendment represents a firmly established legal principle. Many private colleges and universities, though operating without the same constitutional requirements in this area that public institutions must adhere to, also often extend similar freedoms of speech and expression to their students. With the growth and popularity of Facebook and social networking in general, however, new questions have arisen regarding what rights students have to post certain content that might be deemed inappropriate in light of the guidelines and goals of their institutions and/or specific academic programs. This session focuses on specific student free speech questions in relation to virtual environments, especially social networking sites. Neal H. Hutchens, whose scholarship focuses on legal issues in higher education and is an assistant professor at the University of Kentucky, will facilitate the session.

**177 Student-on-Student Sexual Assault:
Ten Critical Practices**



Univ. of Chicago Gleacher Ctr. 306

Saundra Schuster, NCHERM

Scott Lewis, NCHERM

Brett Sokolow, NCHERM

Campus sexual assault remains a vexing and difficult challenge for colleges and universities. Cases continue to make headlines every year, contributing to an inaccurate public perception of the way colleges and universities respond to sexual violence. This session will identify a set of ten critical practices that we think will help colleges and universities to more effectively respond to and remedy campus sexual violence. Three presenters with unique insights and deep expertise will share their perspectives in this session.

Be the Movement Session

**178 The Balancing Act: A Panel on
Student Activism on Campus**



Marriott Purdue/Wisconsin

Keith Miser, University of

Hawai'i at Hilo

Raja Bhattar, University of Redlands

Patrick Brown, University of Vermont

A panel of professionals and activists will provide multi-generational perspectives on the history of student activism on U.S. college campuses. This engaging dialogue will span from the 1960's to the present day, reflecting on dynamic relationship of student activism and our profession. Panelists will share thoughts on the future of campus activism and how participants can be successful change agents.

**179 The Hip Hop Movement: From
Resistance to Social Justice**



Marriott Chicago H

Rashida Govan, University of New Orleans

From its inception, the cultural expressions of hip-hop have promoted resistance and social justice through its music, visual art, and dance forms. Since hip-hop culture is a youth culture, its use in engaging college students in social justice work can be highly effective. This workshop will educate student affairs practitioners on the origins of hip-hop culture and its evolution, and provides practical examples of how this culture can be used as a tool to promote social justice in higher education.

**180 The Next Move: Planning Your Career
in Student Affairs**



Sheraton Michigan A

Darrell Ray, Louisiana State University

Eric Norman, Louisiana State University

Mary Wallace, Louisiana State University

Kathleen White, Louisiana State University

As the economy and job market operate in a state of flux, new professionals must be more strategic in plotting their career movement. Intentional career and life planning is critical for aspiring and new professionals to maximize upon the decisions made early in their career. The presenters will facilitate a dialog on their career progression, factors that have influenced career decisions, and potential pitfalls. Participants will be engaged in a discussion on how strategically plan career moves and how to nourish relationships for future success.

**181 The Pixar Paradigm-Lessons from
Superheroes, Toys & Sea Creatures**



Marriott Addison

Joseph Ginese, Babson College

Robyn Kaplan, Fairfield University

Do you think you've done it all when it comes to imparting leadership to student leaders or staff? In our evolving global world, have you tried superheroes, sea creatures, or toys to prove your points? Join us as we examine Pixar's hit movies through the lens of student leadership development. Together we'll explore the stereotypes, lessons, and possible applications from these films with which the current generation of students have grown up. Submerge yourself in this interactive, informative adventure into this discovered land of leadership.

**182 The Study of Leadership Abroad:
Promoting Global Citizenship**



Marriott Chicago F

Aaron Asmundson, University of Minnesota

Christine Anderson, University of Minnesota

June Nobbe, University of Minnesota

A function of colleges and universities is to prepare students to become active citizens in a diverse, intercultural, and democratic society. This session will explore the intersection of study abroad and leadership development programs. What are ways in which studying leadership abroad can be an effective tool in developing today's college students into interculturally competent and globally engaged citizens and leaders? The session will present frameworks in which to explore these ideas, as well as examples of international programming opportunities that integrate leadership development and education abroad.

**183 This Isn't Programming, It's
a Movement: Assets-based
Community**



Sheraton Mississippi

Rachel Wagner, University of Dayton

Steven Herndon, University of Dayton

Unimpressed with the proliferation of variations on wellness wheel programming that masquerades as community development on too many campuses? Come explore a theoretical model of building community that capitalizes on strengths and emphasizes relationships and internal assets. We will provide an example of how an urban studies theory of community development was adapted to empower students to take initiative in the development of civic perspectives and skills.



<p>184 Understanding Students' Academic Decision Making  <i>Univ. of Chicago Gleacher Ctr. 408</i> Michelle Lepore, Wellesley College Lee Cuba, Wellesley College</p> <p>How can we better understand students' academic decision making? Based on our work leading focus groups and interviews, and collaborating with other liberal arts colleges, our program will focus on the advantages of developing local, qualitative approaches that seek to provide meaningful assessment of academic experience over time. Participants will be asked to discuss the benefits and challenges to this approach and will develop questions that may be used to understand academic decision making of students on their campuses.</p>	<p>187 Working with Men in Feminism  <i>Marriott Lincolnshire</i> Chris Linder, Colorado State University Rachael Johnson, Colorado State University</p> <p>Men who identify as feminist or pro-feminist have a history of working alongside women in feminist movements to decrease gender-based oppression. While it is important to have male allies in these movements, their presence in women's 'safe spaces' and the work they have done alongside women, even when well-intentioned, has been observed at times to lead to harm or further-marginalization of women. The purpose of the research we have been conducting is to speak with women who have been hurt in various ways by self-identified feminist or pro-feminist men, as well as the men involved in feminist movements, to learn more about men's place in feminism and how to best keep men accountable to reduce harm.</p>	<p style="text-align: right;">Monday – 3:45 p.m. - 5:00 p.m.</p> <p>190 Academically Successful Latinas: What Can We Learn?  <i>Sheraton Arkansas</i> Maria Oropeza, University of Washington</p> <p>Literature suggests that there is a need to examine race, racism, and racial realities in student affairs (Harper & Patton, 2007). More specifically, women of color carry the double burden of race and gender and in many cases, they are 'raced' in different ways than men (Crenshaw, Gotanda, Peller, & Thomas 1995; hooks, 1995). Despite this double burden, there is a group of women of color who are succeeding academically in college. This presentation explores the contradiction between being a 'double minority' and academic achievement. Taking a mixed-methods approach, this presentation builds on previous studies in student affairs (Gonzalez, Jovel, Stoner, 2004; Rendon, 1992; 1994, Torres, 2006) and provides insight into how Latinas navigate through higher education, develop skills, which help them advance academically and examines their achievement in relation to their socio-demographic characteristics. This presentation provides practitioners a better understanding of how race and gender intersect so that programs and services can more aligned with students' cultural and gender needs. Data sources: pilot study, 258 surveys, 25 interviews, focus groups.</p>
<p>185 Understanding the Spirituality Movement and the Legacy Behind It  <i>Marriott Indiana/Iowa</i> Chris Gill, Fontbonne University John Lowery, Indiana University of Pennsylvania</p> <p>Students are coming to higher education institutions hungry for spiritual development (HERI, 2005, 2007). Knowledge of spiritual development theories can help guide student affairs professionals to better respond to these students. The recent research in spirituality has been significant and many practitioners may not be fully aware of these concepts. This presentation will give an overview of a number of spiritual development theories, including Fowler (1981) and Parks (1986, 2000), and provide a solid foundation for participants so they can more fully support their students in this important area of their development.</p>	<p>188 Wounded Warriors: What Higher Ed Professionals Need to Know  <i>Marriott Chicago D</i> Mary Lee Vance, UV Superior Paul D. Grossman, Hastings College of Law</p> <p>Up to 1.5 million OIF and OEF veterans may be eligible to pursue post-secondary education. The new GI Bill and the 2009 changes to the ADA could result in a large increase of veterans entering the halls of higher learning and expecting unprecedented accommodations. How have the veterans' experiences affected their potential for success in higher education? What do higher education professionals need to know about this particular group of veterans? Where does Universal Design fit in? Presenters will explore national best practices, highlights from a recent national survey of disability professionals across the nation with regards to their level of knowledge of the wounded warrior population, and illustrate how this population could positively challenge professionals to become more effective with all students.</p>	<p>186 Work/Personal (Life) Integration: From Movement to Legacy  <i>Univ. of Chicago Gleacher Ctr. 206</i> Joseph Boehman, University of Richmond</p> <p>Student affairs professionals struggle with the conflict between work and non-work roles. 'Balance' is often viewed by organizations and individuals as an 'either-or' proposition, but a movement to promote Work/Personal life Integration (WPI) is underway. This program will frame WPI within the context of our work, propose suggestions for organizational practice and individual application that promote positive WPI, and hopes to inspire student affairs practitioners at all levels to approach WPI as an imperative.</p>
<p>189 Corporate Presentation: MAP-Works: A Student Retention and Success Program  <i>Sheraton Michigan B</i> Darlena Jones, Educational Benchmarking (EBI) Todd Pica, Educational Benchmarking (EBI)</p> <p>MAP-Works is Educational Benchmarking Inc.'s (EBI) latest web-based application for student retention and success. During this presentation, an overview of how the program was developed will be provided, as will information on how institutions have implemented MAP-Works to improve student retention and success. Participants will also get an opportunity to see the latest enhancements to the application and how MAP-Works can truly have an impact on retaining students.</p>		



**191 Allies/Advocates Training:****Responding to Transsexual Students**

Univ. of Chicago Gleacher Ctr. 300

Stacey Baisden, University of North Carolina School of the Arts

J. Scott Hendershot, University of North Carolina School of the Arts

Several universities across the nation have ally programs and training for faculty, staff, and students on lesbian, gay, bisexual, and transgender (LGBT) issues. However, few universities have established professionally-staffed support offices for LGBT students (Ritchie & Banning, 2001), let alone updated their programs to accommodate the needs of transsexual students specifically. College campuses offer little to no training that addresses transsexual students' concerns, separate from those of gay, lesbian, and bisexual students. More and more universities cluster the subject of ally, advocate, safe zones, or any outreach training; transgender issues should be isolated and addressed separately. Most allies and advocates training includes little to no training on the transsexual population or how to be an ally and advocate for someone transitioning physically into the opposite sex. The role of the LGBT Resource Center is to provide services and resources which encourage a safe environment and welcoming atmosphere for LGBT students, faculty, and staff. Furthermore, the services are to provide programs for people in the campus community and give educational opportunities to faculty, staff, and students (Dungy, 2003). Support services on campus for LGBTs address the LGBT community as a group. Transgender students face unique challenges and to a larger degree due to unique mental and physical health issues. An effective outreach program must acknowledge the trend shift within student services in higher education. This program presents a two-part educational component to be added to an already existing Allies and Advocates training on campuses.

192 Black Men and Masculinities: New Insights and Implications

Marriott Northwestern/Ohio

Frank Harris III, San Diego State University

The emerging scholarship on college men and masculinities only marginally considers the gender-related experiences and challenges of Black men. Thus, this session focuses on the ways in which Black men conceptualize and express masculinities. Based on the key findings and practical implications that emerged from a qualitative study of masculinities, recommendations for facilitating the development of healthy and productive gender identities among Black men are offered.

193**Bring a Legacy to Life: Consider an Historical Dissertation**

Sheraton Mississippi



Janice Gerda, Case Western Reserve University

Ann Bowers, Bowling Green State University

Sally Click, Butler University

Michael Coomes, Bowling Green State University

Michael Hevel, University of Iowa

Contemplating writing a dissertation? Choosing to investigate a topic within the history of student affairs can provide the profession with invaluable context for practice, challenge myths and assumptions, illuminate forgotten stories, as well as be fascinating and personally inspirational. Join us to learn about the journeys of three doctoral students. Gather ideas for identifying understudied topics, tips for thriving in the historical research process, and specific resources for planning to delve into the world of student affairs past.

194**Bringing out the I: Results of the Survey of Introvert Engagement**

Marriott O'Hare

Renata Opoczynski, Seattle University

Kristy Brischke, University of Mary Hardin-Baylor

Patrick Rossmann, Seattle University

Each year student affairs practitioners guide students and ensure their academic and personal success. Yet are we meeting the needs of all students? Are we remembering to engage our introverted students? Come hear the results from the multi-institutional Survey of Introvert Engagement. As educators, we need to be intentional about creating competent and engaged students, and when creating leadership training, planning programming, or creating service opportunities we need to keep the needs and unique abilities of these students in mind.

195**Building Advocacy & Support for Immigrant and Commuting Students**

Marriott Chicago H

Angela Batista, Champlain College

This session will present a Collaboration and Partnership Model of Services for building a strong advocacy network for immigrant and commuting students utilized at a small PWI. Participants will discuss challenges, reflect on institutional needs, discover potential benefits and be provided time to share challenges and ask questions. This session should benefit those who are interested in identifying specific strategies that can be utilized to build a strong support and retention structure for immigrant and/or refugee college students.

196**Building Assessment-Oriented, Learning Centered College Cultures**

Sheraton Ohio



Marguerite Culp, Solutions Oriented Consulting

Our legacy is clear: research and theory demonstrate that student affairs programs have a positive impact on student success, partnerships between academic affairs and student affairs increase retention and graduation rates, and implementing Student Learning Outcomes (SLOs) for non-classroom programs and services increases student persistence and program completion rates. How this legacy is translated into practice, particularly in two-year colleges, is not so clear. During this presentation, participants will review recent student affairs research; evaluate preliminary results of a study to determine the extent to which student affairs professionals are creating assessment-oriented, learning-centered cultures at their colleges; and use the research results to identify barriers to creating assessment-oriented, learning-centered cultures and to explore strategies to overcome these barriers. Participants also will have the opportunity to assess their readiness to design and implement an assessment-oriented, learning-centered culture and to review emerging models of excellence across the nation.

197**Creating a New Parent and Family Organization Legacy**

Sheraton Erie

Jeanine Ward-Roof, Florida State University

Laura Page, University of Missouri

Throughout the decades, the role of the college parent has changed from having little to no involvement to being very involved in the student experience. More recently, the literature has focused on parents and family members as partners and the desire of students to have their parents close to them throughout their college career. As such, parent and family organizations have been a part of campus life for the past few decades. In today's educational climate former models used to build and lead these organizations are being challenged by the changing roles parents and family members play on college campuses. Once more programmatically and advisory based, institutional staff are more focused on using parents and family members as conduits for information to the students and for development and fundraising. Although the advisory and programming part is still an integral aspect of many of these organizations as the parents and family members serve as automatic focus group to provide feedback and support, they are now being asked to help in the constant struggle of raising dollars. Attend this program to learn more about some of the new models and best practices available.



198 Crossroads Retreat: A Student Program For Cross-Cultural Learning

 Sheraton Colorado

Donna Wong, Emory University

Marc Cordon, Emory University

Stephen Deaderick, University of California, Los Angeles

The Crossroads Retreat, an award winning pre-orientation program, immerses freshmen with diversity concepts and promotes cross-cultural understanding and social justice. The retreat facilitates awareness and valuing of multiple social identities, including race/ethnicity/sexual orientation, and fosters resiliency and community building. Participants come from diverse socio-economic, racial/cultural, and international backgrounds. Pre-and-post assessments confirm inter-cultural competencies and holistic developmental outcomes.

199 Drugs, Alcohol, and Students: What University Staff Must Know

 Marriott Halsted

Sara Carvell, Purdue University

Matt Wietbrock, Purdue University Police Department

Abuse of alcohol and other drugs are concerns for students at all universities. This is due, in part, to population-specific societal, social, and environmental challenges, which point many to abuse substances. This presentation examines the effects of drugs and alcohol on college students, current trends of substance abuse within this population, as well as implications for this abuse and related behaviors. Participants will discuss program possibilities for action against substance abuse among college students.

200 Emerging Scholars: A NASPA Faculty Fellows Research Symposium

 Sheraton Missouri

Raechele L. Pope, University at Buffalo

Elisa Abes, Miami University (OH)

Julia Coylar, University at Buffalo

Stephen John Quaye, University of Maryland, College Park

Recognizing that research and scholarship are a foundation for the work we do in student affairs, this program is one of four offered by the NASPA Faculty Fellows to highlight current research. It will focus on two specific research projects. The emerging scholars will present their research then two Faculty Fellows will offer commentary and dialogue about the trends, issues, and practical application of their findings. Attendees will be encouraged to offer their thoughts, raise questions, and join the dialogue.

201 Employing the Learning Partnership Model with Peer Advisors



Sheraton Huron

Marc Johnston, University of California, Los Angeles

Minwoo Ji, University of California, Los Angeles

Tu-Lien Kim Nguyen, University of California, Los Angeles

Jane Pizzolato, University of California, Los Angeles

Danthai Xayaphanh, Director, The University of Arizona

The Learning Partnerships Model (LPM; Baxter Magolda, 2004) has been demonstrated as an effective heuristic for faculty and staff in helping students move toward developing self-authorship. This session examines the epistemic impact of a peer-advising program for first-year Asian American and Pacific Islander students at a large public research institution that utilizes the LPM. Presenters will share research findings and discuss implications and best practices for implementing and assessing peer learning partnerships.

202 Ethics and Leadership: Making Choices for Social Justice



Univ. of Chicago Gleacher Ctr. 200

Art Munin, DePaul University

Vijay Pendakur, DePaul University

This session sits at the productive nexus of two important fields of study: leadership ethics and social justice. We will explore how leadership and choice-making are informed by both our ethical values and our privileged and oppressed social identities. This session will challenge participants to connect their beliefs to their actions in the pursuit of socially just leadership. This will be a lively and active workshop for mid to senior level student affairs leaders.

203 Faces of Hispanic/Latino Student Involvement in Leadership Roles



Marriott Kane

Barry McKinney, The University of Texas at San Antonio

As Hispanic/Latino populations rise in higher education, universities are seeking to identify ways to increase the population's success. This session will share the findings of a doctoral dissertation that examined attributes associated with Hispanic/Latino college student involvement in student organization leadership roles. This session hopes to provide a sketch of the students that are on our campuses so that each face becomes a picture of lasting memories.

204 Hip-Hop Feminism & Psychosocial Issues Among Black College Women



Univ. of Chicago Gleacher Ctr. 206

Wilma Henry, University of South Florida

Nicole West, University of South Florida

This presentation traces the history of the Feminist Movement to the arrival of a contemporary, culturally relevant epistemology: hip-hop feminism. Through the lens of feminist theory, this presentation also explores hip-hop feminism as a form of expression that has the potential to positively affect the vulnerable psychosocial development of young Black college women. Implications for the practical application of hip-hop feminism in student affairs are discussed.

205 Information systems at Universidad de Monterrey's residences



Univ. of Chicago Gleacher Ctr. 400

Alicia Canton, Universidad de Monterrey

Gloria Belden, Universidad de Monterrey

The University of Monterrey (UDEM) opened its residential college in 2006, with a formative model that strives to develop personal growth, community life and academic success. A key tool that supports the formative model is the resident's online file, which integrates personal, academic and administrative information, all this useful for opportune decision making, personal follow up and immediate response to residents and their families. Through this presentation we will show how this system was developed, how it works and its benefits.

206 Issues Confronting First Generation College Students



Univ. of Chicago Gleacher Ctr. 408

Robert Longwell-Grice, University of Wisconsin-Milwaukee

First-generation students confront all the anxieties and difficulties of their peers, but their transition to college is a cultural dislocation as well. This dislocation plays a significant role in the retention and academic success of first generation college students (Choy, 2001; Lohfink & Paulson, 2005). Important to the academic success of first-generation students is the support they receive from their families. This presentation is a video-documentary based on interviews conducted with one, first generation, working class family. The interviews were focused on the issues of preparation and support for college and will help higher education administrators understand the complex issues confronting first generation college students.

207 Launching a Movement to Enhance Student Veterans' Success



Sheraton Ballroom III

Marsha Guenzler-Stevens, University of Maryland, College Park
James Rychner, University of Maryland, College park

The University of Maryland proudly supports a Veterans Program Office that serves current student veterans, as well as staff, faculty and alumni veterans. With the support of the University's President and members of the Student Affairs Division, the formation of the Veterans Program Office (VPO) was a direct result of a university task force report on veteran students. This report identified action items intended to improve the access, climate and support for veteran students. These were combined into the Veterans Service Initiative. In August of 2008, the Veterans Program Office (VPO) was commissioned offering a comprehensive approach to address documented veterans needs. The university also launched a major development campaign to link alumni veterans to current students and to identify funding sources that might support scholarships for veteran students. The success of these efforts has been exceptional, with over five named scholarships secured in a year and a partnership developed with the Pat Tillman Foundation and their Tillman Military Scholars program. This session will address the elements of the movement this institution has launched in creating a community of veterans -- including access, programs, policy, participation, and development strategies, that have helped transform an institution in less than two years.

208 Leaving Your Legacy: Mentoring Relationships in Student Affairs



Marriott McHenry

Matthew Van Jura, University of Vermont

Tiffany Davis, Bowling Green State University

Joshua Harraman, The Ohio State University

Tamara Plummer, University of Vermont

While the value of mentors is widely agreed upon, the many forms these relationships may take make it difficult to study the effects that mentoring has on student affairs professionals. This presentation will examine recent literature focusing on mentoring in higher education and professional relationships, as well as utilize personal reflection and identify best practices, to offer strategies to assist participants with implementing and utilizing mentoring relationships in their own professional circle.

209 Legacy Online: Content Analysis of Crisis Websites in the Gulf



Marriott Watertower

Steven McCullar, Louisiana State University

College and university websites have become a very important tool in crisis communication. Stakeholders are turning to the universities websites when a crisis occurs. It has become important for universities to have specific crisis web pages on their website. This discussion takes a look at websites in the Gulf Region through content analysis. Participants will get an opportunity to discuss the important components of a good crisis management website.

210 Long-term Outcomes of a Residential Sophomore Year Program



Marriott Chicago G

John Lynch, Emory University
Andy Wilson, Emory University

This program will review the findings of a research study that examined the long term outcomes of a residential sophomore program. The program will review findings related to: academic performance, retention, career preparation, co-curricular involvement, commitment to the institution, and interaction with faculty and staff. After the results are presented, the participants will discuss the implications for programming and services for sophomores at different campuses. This study was funded by NASPA Region III.

211 Millennials: Student Affairs & Academe Responding



Marriott Great America

Gail Buck, Loyola Marymount University

Jazmin Dantzler, Loyola Marymount University

Henry Ward, Loyola Marymount University

Using a theoretical approach this session examines strategies designed to encourage active learning and intercultural student development. Keeping the characteristics of the millennial student in mind, we focus on the blend of Student and Academic Affairs collaborative teaching and learning in and beyond the classroom. We will highlight collaborative efforts in the African American, Latino, Asian American, and LGBT communities.

Featured Association Sessions

212 NASPA/ACPA Consolidation Open Forum 1



Marriott Grand Ballroom II



Mike Segawa, University of Puget Sound

This session will provide an opportunity to hear from NASPA and ACPA leadership about the status of the consolidation of the two associations and for you to provide feedback on this topic of critical importance to both associations and our profession.

213 Navigating NASPA: An 'Insider's Guide' to the Association



Sheraton Superior A

Sherry Mallory, Western Washington University

Lesley-Ann Brown, A&M University

Joseph DeSanto, NASPA

Danielle Howard, University of Nevada-Las Vegas

Christopher Lewis, Thomas M. Cooley Law School

Barb Snyder, University of Utah

Christine Wang, Central Washington University

New to NASPA? Interested in getting involved but not sure where to start? If so, this is the session for you. Participants will have a chance to learn the 'inside scoop' on NASPA from a panel of current and former NASPA leaders. Topics covered will include who's who in NASPA, how the association's structured, common acronyms, opportunities for involvement, and more.



214 Origins of NASPA: The National Association of Deans of Men, 1919-1951



Sheraton Ballroom I

Robert Schwartz, Florida State University

When Scott Goodnight invited several other deans of men to a meeting on the University of Wisconsin campus in the Fall of 1918, he did so out of frustration. He had tried to communicate with the other deans in the Big Ten conference by telephone and telegram. But Goodnight wanted to sit across the table, face-to-face, with his peers and hammer out some issues. So tired of the phone calls and wires, he invited them all to a meeting in Madison, Wisconsin in January of 1919. Goodnight was concerned about disciplinary issues associated with the athletic events between the schools. He felt the problems were getting out of hand. A frank discussion among the deans might help eliminate some of the problems that were brewing. In his own words, Goodnight 'wired the Universities of Minnesota, Iowa, Illinois, Indiana, and Michigan to come on over.' And so began the first meeting of what became the National Association of Deans of Men.

215 Promising Practices for Diversity Assessment in Student Affairs



Sheraton Mayfair

Terrell Strayhorn, University of Tennessee

Increasing calls for accountability in education and the rising cost of college fuel the 'assessment movement' in student affairs. Yet, many student affairs professionals report feeling overwhelmed and unprepared for conducting meaningful comprehensive assessments of programs and services, especially in the area of diversity assessment. In this session, the presenter shares expertise, insights, and promising practices for designing and implementing comprehensive diversity assessments across functional areas.

216 Promoting Service-Learning Outcomes Through a First-Year Seminar



Univ. of Chicago Gleacher Ctr. 404

Nathan Lindsay, UNCW

Donna Crowe, UNCW

Most people acknowledge that service-learning is beneficial to students, but few faculty and staff have sufficient learning outcomes evidence to support this claim. This session highlights a longitudinal study that compared a first-year experience course involving service-learning with a control group of students in a traditional first-year experience class. The results indicated that students in the service-learning course were much more likely to engage in future acts of community service, and had greater gains within the domains of charitable responsibility, social justice responsibility, personal competence, and interpersonal relationships. The methodology, results, and implications of this study will be reviewed, along with service-learning assessment initiatives at other colleges and universities.

217 Promoting the Universal Design for Learning in Higher Education



Marriott Belmont

James Stachowiak, University of Iowa

Noel Estrada Hernandez, University of Iowa

Thomas Shaff, Graduate Student, University of Iowa

James Stachowiak, University of Iowa

This program will discuss several aspects of Universal Design for Learning in Higher Education. It will start by defining and discussing the principles UDL and will move toward examples implementation of principles in the higher education classroom as well as technology tools that can help in this process. The focus will be on how using UDL can benefit all students, but especially students with disabilities. The presentation will also cover means to help promote the use of UDL on the attendees' respective campuses.

218 Residential Learning Communities: Learning Civic Engagement



Univ. of Chicago Gleacher Ctr. 308

Jane Fried, Central Connecticut State University

Residential learning communities are ideal locations for integrated academic and experiential learning. This program describes learning design for a residential community that focuses on civic engagement, an Intentional Democratic Community. Thirty years after this community flourished at the University of Connecticut, former residents remain actively involved in their geographic communities, their workplaces and their children's schools. They attribute their continuing involvement to their experiences in the Intentional Democratic Community. Video interviews will be presented.

219 Responding to Economic Challenges While Planning for Success



Marriott Michigan/Michigan State

Katie Karp, Brailsford & Dunlavy

Kevin Keegan, Brailsford & Dunlavy

Michael Shonrock, Texas Tech University

As a senior Student Affairs officer, how are you leading your team through short-term economic challenges while planning for long-term growth? Your organization is complex with extensive human, physical, and financial resources committed to it. Keeping everything streamlined while strategically positioning your division for future success requires comprehensive planning and keen leadership. Learn what new approaches, solutions, and measurements Texas Tech's Student Affairs Division, in partnership with Brailsford & Dunlavy, is employing to proactively address the rapidly changing demographics, expectations, constraints, and opportunities on its campus.

220 Step Up: building a leadership legacy through partnership



Sheraton Michigan A

Deborah Hackney, Duke University

Todd Adams, Duke University

James Emery, Duke University

Heather Haynes, Duke University

Stephanie Helms, Duke University

Terry Lynch, Duke University

David Pittman, Duke University

The division of student affairs at Duke University joined the Coach K/Fuqua School of Business Center on Leadership and Ethics (COLE) to develop Step Up, the first unified undergraduate leadership initiative at Duke University. While the benefits of partnering with an academic department have been fruitful, the process of finding common ground between a leadership model meant for executives and student affairs staff charged with student development, has posed a unique set of challenges. Learn how both sides aligned values and expectations to produce a program that incorporates research, leadership development, coaching and assessment.

221 Student Affairs Staff as Effective Disability Trainer-Advocates



Marriott Addison

Scott Friedman, University of Illinois at Chicago

Legislation and civil rights momentum mandate equal access for people with disabilities at our universities. With ever-increasing numbers across our campuses, opportunities exist for student affairs professionals to provide awareness training, engage constituents in critical reflection, and develop skills for working with people with disabilities. Training rationale and successful presentation strategies will be discussed so that participants can acquire fundamental skills for developing effective disability-related trainings.





<p>222 Student Affairs-Faculty Interactions: Promoting Partnerships</p> <p> <i>Sheraton Ballroom II</i> Jon Dalton, Florida State University Pamela Crosby, Florida State University Mackenzie Streit, Florida State University</p> <p>This program will examine a wide variety of ways in which student affairs staff interact with faculty. Presenters examined how these interactions shape the collaborations and partnerships that often develop by researching ways in which student affairs staff in ten student affairs departments interacted with faculty at a large public research university in the Southeast. Based on this research the presenters developed a conceptual model comprised of seven distinct categories of student affairs-faculty interactions. In addition, an Inventory of Student Affairs-Faculty Interactions was developed and will be distributed to participants.</p>	<p>224 Student Perceptions of Alumni Impact on Black Male Recruitment</p> <p> <i>Sheraton Ontario</i> Brian McGowan, Indiana University - Bloomington Eddie R. Cole, Jr., Indiana University - Bloomington Cameron J. Harris, Indiana University - Bloomington Antwione M Haywood, Indiana University - Bloomington Fred C McCall, III, Indiana University - Bloomington</p> <p>Recruitment of individuals from underrepresented groups is critical to the character and quality of the academic culture and community at an institution. In this session, a qualitative approach will be presented that examines the experiences of African American males at predominantly White institutions. Additionally, a panel of Black males from the first year doctoral cohort at Indiana University-Bloomington will discuss the influence of alumni on their decision to attend this institution in addition to their experiences as doctoral students in the Higher Education and Student Affairs program.</p>	<p>227 The Attack of the Norovirus: Welcome to Health Emergencies 101</p> <p> <i>Marriott Chicago E</i> Amy Johnson, University of Southern California Lynette Merriman, University of Southern California</p> <p>In 2008, the highly contagious norovirus struck the University of Southern California, affecting approximately 650 students. The virus hit immediately prior to several large-scale campus events and became a top local and national news story. Join two senior members from USC student affairs to discuss the university's campus-wide response, from the provision of health services to our media strategy. Our conversation will address lessons learned and consider how these may inform institutions' responses to H1N1 or other health crises.</p>
<p>223 Student Government Voter Turn-out: Why Should Students Vote?</p> <p> <i>Univ. of Chicago Gleacher Ctr. 306</i> Jennifer Miles, University of Arkansas DeAnna Cooper, Tulsa Community College Steven Erwin, Pittsburg State University Daniel Nadler, Eastern Illinois University Aurelio Valente, Philadelphia University</p> <p>Participation in student governance gives students the opportunity to be involved in institutional decision-making. In order for students' voices to be heard, they must participate. This session features a panel presentation analyzing voter turn-out at student government association elections. Panelists will share factors affecting student participation in student government elections and societal trends affecting a student's desire to vote. Audience members will contribute observations and strategies.</p>	<p>225 Student Safety: Assessing the Student Voice</p> <p> <i>Marriott Armitage</i> Jason Casares, University of Arizona Kevin Dougherty, University of Arizona</p> <p>College can and should be an exciting, enriching experience. To help ensure that it will be students and their parents will want to choose a college that fosters students' academic and social development and promotes campus and community safety (Office of Safe and Drug Free Schools, 2008). Campus safety and crime, in general, has been receiving more attention than in the past, and concern has been expressed at the highest levels of government (Karpman, Fisher, & Cullen, 2005).</p>	<p>228 The Moral Elder: Nurturing Others' Moral And Ethical Development</p> <p> <i>Marriott Chicago D</i> Margaret Healy, University of North Dakota Debora Liddell, University of Iowa Dafina L. Stewart, Bowling Green State University</p> <p>This session offers participants an opportunity to reflect on their roles as 'moral elders' in the college environment. Session facilitators will challenge participants to consider their responsibilities to actively encourage the moral and ethical development of their students and supervisees through role modeling and by taking an active role in shaping the moral landscape of their institutions. We will explore the characteristics of and challenges that face effective moral elders, and facilitate discussion of relevant cases.</p>
<p>226 Summer Scholars Program: Innovative Strategies, Student Success</p> <p> <i>Marriott Indiana/Iowa</i> Beth Bukoski, University of Texas at Austin Rian Carkhum, University of Texas at Austin Taryn Ozuna, University of Texas at Austin Tiffany Tillis, University of Texas at Austin</p> <p>This interactive session will address an innovative summer bridge program created in response to Hopwood et al. v. State of Texas, et al. The Summer Scholars Program has evolved over time, and now provides comprehensive support for student success. This program will discuss the history and philosophy of the program, challenges, as well as strategic initiatives for future programmatic success. Participants will have the opportunity to present questions to the group regarding the planning and implementation of related summer bridge programs.</p>	<p>229 The Next BIG Thing: Viral Marketing</p> <p> <i>Marriott Grand Ballroom Salon I</i> Dave Roberts, University of Missouri Charles Neiss, University of Missouri</p> <p>When you hear the word 'Tweet' do you immediately think of birds? Through this program we hope to help you develop ideas on how to get your messages about events, educational information, social norming, and other information to reach students where they spend most of their time...online. We hope to help you discover the benefits of marketing to students using various internet programs including Facebook, Twitter, LinkedIn, flash raves, and text-messaging. Whether you are truly tech-savvy or a novice in the online world, this program can benefit you and increase attendance for your programs and offices.</p>	



<p>230 The Power of One: Pacific's One Word Project</p>  <p><i>Marriott Lincolnshire</i></p> <p>Kristina Juarez, University of the Pacific Theo Nishimura, University of the Pacific Joanna Royce-Davis, University of the Pacific Daniel Shipp, University of the Pacific</p> <p>Come see how a program can organically grow and create a movement. During the 2008-09 academic year, a new leadership initiative was launched at Pacific, The Pacific One Word Project (POWP). Informed by Richard Boyatzis' Intentional Change Model, the POWP was designed to assist students in expanding their level of self-awareness by asking students to focus on the difference between their real and aspirational identities. Experience this unique approach to student development and learn how to adapt it to your university. www.pacificoneword.org</p>	<p>233 Values-based Student Development Initiative: An Empirical Study</p>  <p><i>Sheraton Superior B</i></p> <p>Scott Reikofski, University of Pennsylvania Elgan Baker, University School of Medicine Drew Hunter, The BACCHUS Network Timothy Reuter, Lambda Chi Alpha Fraternity</p> <p>Lambda Chi Alpha has introduced innovative programming as part of its co-curricular mission to facilitate the maturational development of undergraduate members along five core pathways: self awareness, self esteem, intimacy, empathy, and altruism. This program will describe the related conceptual frame, curriculum, and learning model designed to implement this initiative. In addition, the empirical results evaluating the impact of this initiative at both organizational and individual levels from the first two years of implementation will be presented.</p>	<p>236 Corporate Presentation: 'Value'able Practices: A New Professional's Guide to Advising Student Organizations</p>  <p><i>Sheraton Michigan B</i></p> <p>Holly McCaleb, Golden Key Reagan Ellis, Golden Key</p> <p>Advising student organizations can be a challenging task. The relationship between an advisor and a student organization is a unique partnership that with proper attention, nourishment, and training can be a powerful tool. This interactive program will apply key advising practices for student groups from an international student organization's perspective. Participants will learn to foster a stronger connection between the mission, goals, and programs of the organization utilizing their own value system.</p>
Monday – 5:15 p.m. - 6:30 p.m.		
<p>231 The Queerevolution: A Panel Discussion on LGBTQ Campus Activism</p>  <p><i>Marriott Purdue/Wisconsin</i></p> <p>Raja Bhattar, University of Redlands Mark Martell, University of Illinois at Chicago</p> <p>To empower our future leaders, we must share our legacy. As a profession committed to holistic development of our students, we must embrace the culturally rich perspectives and contributions of Lesbian, Gay, Bisexual, Transgender and Queer students and administrators. Through personal narratives, this panel of experts who were/are campus change agents will chart the history of LGBTQ organizing in U.S. higher education and will dialogue about future trends.</p>	<p>234 Why They Go Abroad: Exchange Student Motivations and Influences</p>  <p><i>Marriott Chicago C</i></p> <p>Jeff Burrow, Queen's University Jennifer Massey, Queen's University</p> <p>This session will feature a case study of exchange students at a Canadian university. For many university students, the opportunity to study in a foreign country and culture is an exciting and potentially transformative learning experience. And, though participation in overseas study is increasing, little research has explicitly focused on why students participate. This session will discuss how collaboration between academic and student affairs departments resulted in a deeper understanding of the motivation and influences of exchange students.</p>	<p>237 Balancing Your Legacy: Motherhood and Student Affairs</p>  <p><i>Sheraton Arkansas</i></p> <p>Terra Peckskamp, Syracuse University Darya Rotblat, Syracuse University</p> <p>Attention all working moms with young children and women considering having children while balancing a student affairs career! Learn strategies on how to keep your job, your children, and your sanity intact while navigating your career development and the realities of motherhood. This session utilizes relevant research and a heavy dose of personal experience (2.8 ml, to be exact) to explore the challenges women face as mid- or upper-level administrators in higher education, while raising young children. Come ready to share your stories, as well as leave with ideas from others.</p>
<p>232 The Value of Listening: Wellness Among Underrepresented Students</p>  <p><i>Marriott Chicago B</i></p> <p>Michelle Johnston, University of California, Davis</p> <p>Wellness issues such as stress, sleep, concern for others, and depression negatively impact the academic performance of many students on our campuses. The related services are often used at varying levels by different groups. Learn how to conduct a low cost qualitative assessment of wellness issues among underrepresented students. Through exercises and discussion, begin to plan your process in this interactive session. Get tips, see a sample report, hear what kinds of issues might come up, and learn what changes one campus is making.</p>	<p>235 Will It Show Up On My Transcript? Assessing Student Leadership</p>  <p><i>Marriott Chicago F</i></p> <p>Brian Gibson, The Ohio State University Felix Alonso, The Ohio State University Rachel Gibson, The Ohio State University Nicole Nieto, The Ohio State University Christa Porter, The Ohio State University</p> <p>In partnership with Nationwide Insurance, The Ohio State University Multicultural Center formed the Diversity Leadership Transcript Program (DLTP) to engage students in the co-curricular learning of diversity, identity, and service. Currently, 15 DLTP student cohorts develop programs within a diversity curriculum, which facilitates common learning outcomes across all cohorts. Presenters will discuss how to facilitate corporate partnerships for student learning and how to utilize learning outcomes based assessment for program evaluation.</p>	<p>238 Be the Change: Linking Social Justice and Transformative Learning</p>  <p><i>Sheraton Mississippi</i></p> <p>Craig Elliott, Samuel Merritt University Becky Martinez, Infinity Martinez Consulting</p> <p>The history of oppression in the United States is well documented. Student Affairs practitioners have often at the forefront of social change, but efforts have been largely isolated. The potential for long-term, sustained social change exists at the union of transformative learning and social justice work, and student affairs practitioners are poised to lead the movement. The purpose of this workshop is to provide professionals the theoretical and practical connections to social justice, as well as tools for leading the change on campuses.</p>





<p>239 Connecting the Bridge of Student Affairs and Advancement  <i>Univ. of Chicago Gleacher Ctr. 306 Rob Henry, CASE</i></p> <p>Do you enjoy making a difference in a current and future student's life? If so, consider a career in advancement. Advancement goes back to the founding of Harvard University in 1636. The unique spirit of volunteerism and service has continued to flourish with the growth of the country and its two-year and four-year colleges and universities. The skills you gain from advancement are transferable to other professions. Organizations such as government and business often seek advancement professionals because of their skill set and their ability work and communicate effectively with people. Advancement also enhances your ability to build relationship and sell a priceless commodity... education and opportunity. Institutions that want to reach their full potential must employ a more diverse workforce. Successful advancement offices will employ individuals who can tap the resources of diverse alumni populations, who expect approaches and programming that mirror their culture and values.</p>	<p>242 Engaging Student Affairs Staff in Strategic Planning  <i>Univ. of Chicago Gleacher Ctr. 400 Barbara Hebert, Southeastern Louisiana University Kay Maurin, Southeastern Louisiana University</i></p> <p>Divisions of student affairs across the nation face a future filled with challenges and uncertainty including reductions in budgets and rapidly changing student demographics. However, student affairs professionals who utilize strategic planning can embrace change and emerge as stronger professionals. Using a case study of a regional institution in the south, the presenters will highlight methods for encouraging staff involvement in the strategic planning process.</p>	<p>245 Intuitive Research: Student Conduct as an Early Academic Warning  <i>Marriott Chicago A Randy Timm, San Diego State University Eric Rivera, San Diego State University Christy Samarkos, San Diego State University</i></p> <p>This presentation describes how San Diego State University analyzed and addressed behavioral issues as an early academic warning through three years of collaborative program review conducted by multiple student affairs offices. The data indicated students without conduct records averaged significantly higher grades than their peers with judicial records. The findings will be discussed in terms of how research linking conduct and academic success influenced changes in parent conversations, judicial protocols, administrative practices and staffing patterns.</p>
<p>240 Do More, Be More, Learn More: A Sophomore Experience without More  <i>Univ. of Chicago Gleacher Ctr. 408 Briana T. Maturi, Loyola Marymount University Marci Walton, Loyola Marymount University</i></p> <p>Campuses across the country are experiencing cutbacks of all resources, including funding and personnel. At this same time, we are seeing an increased need for Sophomore-specific programming. How can you make the movement toward meeting these students' needs without additional support? The student housing office at Loyola Marymount University was faced with the same question and created a Sophomore Year Experience from the ground up. Come learn how you can Do More, Be More, and Learn More for your Sophomores!</p>	<p>243 Greeks: Should Universities Change To Foster The Legacy  <i>Sheraton Superior B Charles Nies, University of CA, Merced Emily Langdon, Kappa Kappa Gamma Sorority</i></p> <p>Can universities meet the expressed interest of students to participate in fraternity & sorority life and create a system that accentuates the benefits and minimizes the detrimental behaviors? This presentation uses two change theories as a means to discuss the relationship between the host institution and fraternities and sororities, with the hope that participants will develop insights that can be implemented on campuses to create positive change. The focus will be on campus' policies around recruitment, officer training, and risk management.</p>	<p>246 Moving Beyond Multiculturalism: Strategies for Social Justice  <i>Marriott Chicago C Jolie D. Harris, Seattle University Monica Nixon, Seattle University</i></p> <p>In a 'post-racial' America where gay marriage is kitchen table conversation and today's college students were largely raised to be 'colorblind,' offices of diversity and multicultural affairs can seem outdated. This session is designed for diversity and multicultural affairs practitioners, retention officers, strategic planners, and scholars who are interested in moving Student Affairs beyond multiculturalism toward more effective racial, economic, and social justice work. Participants will be offered concrete strategies and best practice models in this interactive workshop.</p>
<p>241 Doing Your Own Work: Becoming Authentic Leadership Educators  <i>Univ. of Chicago Gleacher Ctr. 404 Kristen Young, LeaderShape, Inc. Paul Pyrz, LeaderShape, Inc.</i></p> <p>Our personal behaviors and attitudes tell students – many of whom may become our colleagues – more about what we believe about leadership than any class, program, or workshop. Our ability to connect with students in an authentic way allows us to engage them on a deeper level as we work to bring about their leadership capabilities. After reviewing research and theory related to authenticity, this program will address the need to do our own work by helping participants 'tell their own story,' identify blind spots, and become a person of possibility.</p>	<p>244 In search of Black males in HEA doctoral programs: A study  <i>Marriott Northwestern/Ohio Ferlin McGaskey, University of Tennessee, Knoxville Corey Guyton, Indiana State University</i></p> <p>There has been a decline in the number of Black male doctoral students in higher education administration. This is likely to profoundly affect not only the number of Black male faculty and senior level administrators, but also effects on the campus environment overall but especially for Black male students. In this presentation, the presenters will review the current trends in doctoral participation of Black men in higher education administration and the literature related to their current levels of participation both as faculty in the field and as student affairs professionals. We will also discuss the influence of the underrepresentation of Black males with doctoral degrees in higher education on the campus community including its effects on Black students.</p>	<p>247 Outside the Classroom Curriculum: Educating the Whole Student  <i>Sheraton Mayfair Shawn Brooks, University of Pittsburgh Kathy Humphrey, University of Pittsburgh</i></p> <p>Committed to the concept of the education of the whole student, the University of Pittsburgh is involved in the second year of a campus-wide initiative that integrates the academic and co-curricular student experience. From the moment students arrive on campus and throughout their undergraduate education, they use the Outside the Classroom Curriculum as a vehicle to help them design, document and demonstrate their holistic development in a number of critical areas that have been identified as helping to make them more marketable upon graduation</p>



- 248 See the Potential. Create the Movement. Be the Change**
 Sheraton Ontario
 Annice Fisher, *University of North Carolina, Chapel Hill*
 Lisa Freeman, *University of North Carolina, Chapel Hill*
- We often use Gandhi's quote, 'Be the change you wish to see,' yet we neglect to provide students with a concrete understanding of the 'be.' In order to help students achieve the 'be,' we must critically examine individual's knowledge, thoughts, actions, and influence in cross-cultural relations. This presentation focuses on the UNITAS Learning Community at the University of North Carolina, which emphasizes Connection, Commitment, and Citizenship as critical components to achieving sense of self and preparing students to BE a proponent of change.
- 249 Standardizing Student Affairs Competencies: The Debate Continues**
 Univ. of Chicago Gleacher Ctr. 300
 Debbie Santucci, *Indiana University*
- Identifying competencies that define a student affairs professional has been a topic of debate amongst the profession. Some advocate for standardizing those competencies while others value diverse skill sets. After receiving content on both sides of the argument, attendees will have the opportunity to engage in an interactive debate on the standardization of student affairs competencies. Attendees will gain knowledge that can be applied when designing student affairs training programs or when planning preparation curriculum.
- 250 Staying Healthy in Unhealthy Organizations: It Can Be Done!**
 Sheraton Missouri
 Pam Boersig, *Art Institutes International Minnesota*
 Timothy McMahon, *University of Oregon*
- Do you often feel like your work life is being chronicled in 'Dilbert'? Is it your experience that the term 'healthy organization' is an oxymoron? If you responded affirmatively to these queries, this is the workshop for you. In this world of restructuring, shrinking budgets and personnel, and more demanding jobs, how do professionals stay challenged and healthy in unhealthy work settings? This is the question we will engage. In this program participants will assess their organization and share insights and strategies about staying healthy and professionally challenged in work settings filled with complainers, enablers and cynics.
- 251 STEM Transfer Students: Identifying, Engaging & Leading 2 Success**
 Sheraton Erie
 Latrice Eggleston, *Iowa State University*
 Mary Darrow, *Iowa State University*
 Frankie Laanan, *Iowa State University*
- Colleges and universities are working to increase their efforts in recruiting and retaining a diverse group of students in Science, Technology, Engineering, and Math (STEM). This session highlights the goal of a Midwest University (MU) to increase students in STEM. A profile of MU transfers in STEM and their experiences will be shared from findings of a quantitative and qualitative study. Implications for student affairs professionals, researchers, and higher education leaders will be discussed.
- 252 The Center for Experiential Learning: Promoting Student Success**
 Marriott Chicago H
 Michaeline Shuman, *Allegheny College*
 Jenny Kawata, *Allegheny College*
- The Allegheny College Center for Experiential Learning (ACCEL) is a unique model of collaboration and leadership that encourages students to focus, act, and make meaning of their educational experiences through guided reflection. ACCEL is comprised of five areas: Career Services, Community Service/Service-Learning, International Programs, Leadership Programs and Pre-Professional Studies. This program will describe our shared efforts which assist students in making critical connections between their parallel academic and experiential learning.
- 253 Top Ten Things You Didn't Know About Your School's Outing Program**
 Univ. of Chicago Gleacher Ctr. 200
 Andrew Bassett, *National Outdoor Leadership School*
- Though outing programs have been found on college campuses for nearly a century, for a student affairs professional who is not involved in this functional area, visiting your school's outing program can feel like visiting a foreign country. Join the National Outdoor Leadership School (NOLS)' University Relations Officer, Andy Bassett, as he dives into the world of outdoor experiential education, discussing the history, philosophy and people that make up this subculture. Learn what's happening in your collegiate outing program and how to incorporate that into your practice.
- 254 Understanding Critical Incidents in Multiracial Student Identity**
 Marriott Chicago B
 Angela Kellogg, *University of Wisconsin-Stevens Point*
- Multiracial students are a rapidly growing population on our campuses. However, little is known about how particular experiences in college influence racial identity as perceived by the students themselves. This session will report on the results of a qualitative study that sought to explore how significant incidents shape multiracial college students' understanding of their racial identity. Participants will gain insight into multiracial students' experiences in higher education, and will explore implications of the findings for practice.
- 255 Using Digital Stories to Promote Critical Reflection**
 Sheraton Ohio
 Barbara Jacoby, *University of Maryland, College Park*
 James McShay, *University of Maryland, College Park*
- Critical reflection leads to the kind of transformative learning that results in action based on one's deepest values and beliefs. It is necessary if students are to achieve many of the other outcomes to which student affairs work is dedicated, including identity development and self authorship. This program will explore the use of digital stories to expand students' capacity for critical reflection and to encourage learning about diversity and social justice. Resources will be provided.
- 256 Values Auction: Promoting Goal Clarity in Nontraditional Students**
 Univ. of Chicago Gleacher Ctr. 206
 Bernard Polnariev, *LaGuardia Community College*
 Mitchell Levy, *LaGuardia Community College (C.U.N.Y.)*
 Ingrid DeLeon
- As college administrators continue to employ holistic models of student development, the impact of familial and cultural norms on student goal setting must receive increased attention. Consequently, program goals include: (1) introduction to, and participation in, an interactive activity which can assist nontraditional students in clarifying their educational goals; and (2) discussion of the discrepancy between participant goals for students' success and data reflecting the goals identified by nontraditional students during prior workshops.



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Tuesday, March 9

Tuesday Schedule

7:00 a.m.	9:00 a.m. – 10:00 a.m.	5:30 p.m. – 6:30 p.m.
Fun Run/Walk <i>Meet in the Lobby of Marriott or Sheraton</i>	Panel of Listeners Tuesday Slot 2 <i>Sheraton Level 4</i>	Indigenous Peoples Knowledge Community Business Meeting <i>Sheraton Lincoln Boardroom</i>
7:00 a.m. – 8:30 a.m.	9:30 a.m. – 10:45 a.m.	6:00 p.m. – 8:00 p.m.
Student Leadership Programs Knowledge Community Membership Meeting <i>Sheraton Ballroom V</i>	Featured Speaker - Jean Twenge <i>Sheraton Chicago Ballroom</i>	Canadian Gathering (hosted by the Canadian Association of College & University Student Services - CACUSS) <i>Sheraton #3101 NASPA President's Suite</i>
7:30 a.m. – 9:00 a.m.	11:00 a.m. – 11:45 a.m.	6:00 p.m. – 7:00 p.m.
Small Colleges and Universities Institute Meeting <i>Marriott Scottsdale</i>	NASPA President's Reception for Award Recipients <i>Marriott LA/Miami</i>	GLBT Knowledge Community Business Meeting (Open to all) <i>Sheraton Huron</i>
7:30 a.m. – 8:30 a.m.	10:00 a.m. – 11:15 a.m.	SAPAA Knowledge Community Business Meeting (All Welcome) <i>Sheraton Arkansas</i>
2011 Program Committee Meeting <i>Sheraton #3101 NASPA President's Suite</i>	Health in Higher Education Knowledge Community Business Meeting <i>Marriott Scottsdale</i>	Sustainability Knowledge Community Business Meeting <i>Sheraton Colorado</i>
7:45 a.m. – 8:45 a.m.	12:00 p.m. – 1:30 p.m.	6:30 p.m. – 8:30 p.m.
Campus Safety Knowledge Community <i>Marriott Cook</i>	NASPA Annual Awards Luncheon <i>Marriott-Chicago D/E</i>	Loyola Higher Education Program Reception <i>Off-site Location</i>
Panel of Listeners Tuesday Slot 1 <i>Sheraton Level 4</i>	12:15 p.m. – 1:15 p.m.	7:00 p.m. – 9:30 p.m.
8:00 a.m. – 4:00 p.m.	Panel of Listeners Tuesday Slot 3 <i>Sheraton Level 4</i>	LeaderShape Reception <i>Marriott Belmont</i>
EducationDynamics Meeting Room <i>Marriott Grace</i>	1:45 p.m. – 2:45 p.m.	7:00 p.m. – 8:30 p.m.
8:00 a.m. – 12:00 p.m.	Panel of Listeners Tuesday Slot 4 <i>Sheraton Level 4</i>	Ball State University Reception <i>Marriott-Chicago - (F/G)</i>
Conference Registration <i>Sheraton-Convention Registration</i>	2:00 p.m. – 3:15 p.m.	Friends & Alumni of Loyola University Chicago <i>Marriott Grand Ballroom Salon I</i>
Exhibit Hall is Available <i>Sheraton River Exhibition Hall</i>	Featured Speaker - Joseph White & Shaun Harper <i>Sheraton Chicago Ballroom</i>	Friends of Iowa Student Personnel Association <i>Sheraton Columbus</i>
8:00 a.m. – 10:45 a.m.	3:00 p.m. – 4:00 p.m.	Friends of Texas A&M University <i>Sheraton Superior A</i>
SSAO Think Tank 2010 <i>Marriott Sheffield</i>	Regional Awards Coordinators Meeting <i>Sheraton Illinois Boardroom</i>	Friends of the University of Southern California <i>Sheraton Superior B</i>
8:00 a.m. – 9:00 a.m.	3:30 p.m. – 4:45 p.m.	HazingPrevention.Org Awards Reception <i>Sheraton Ontario</i>
Assessment, Evaluation, and Research Knowledge Community Business Meeting (open) <i>Marriott Dupage</i>	Featured Speaker - Andrew Jolivette <i>Sheraton Chicago Ballroom</i>	Latino/a Knowledge Community Awards Banquet <i>Marriott Chicago A/B/C</i>
Disability Knowledge Community Business Meeting <i>Sheraton Columbus B</i>	3:30 p.m. – 4:30 p.m.	Men and Masculinities Knowledge Community-Scholar/Practitioner Address and Awards <i>Marriott-Chicago H</i>
Exhibit Hall Sponsored Breakfast - All Attendees <i>Sheraton River Exhibition Hall</i>	Veterans Knowledge Community Open Meeting <i>Marriott Cook</i>	Pacific Alumni and Friends Reception <i>Marriott Denver/Houston</i>
9:00 a.m. – 10:30 a.m.	4:00 p.m. – 5:00 p.m.	
Latino/a Knowledge Community Closed Business Meeting <i>Marriott Denver/Houston</i>	Alcohol and Other Drug Knowledge Community Business Meeting <i>Sheraton Illinois Ballroom</i>	
	5:00 p.m. – 6:00 p.m.	
	Administrators in Graduate and Professional Student Services General Meeting <i>Marriott Huron</i>	
	NASPA Annual Business Meeting <i>Sheraton Ballroom II</i>	
	Transgender Working Group <i>Marriott Kansas City</i>	



SAPAA / AGAPSS / Sustainability Knowledge Community Reception
Sheraton Missouri

Seattle University Reception
Marriott-Chicago A

Students, Alumni, and Friends of Bowling Green State University Reception
Sheraton Michigan

University of Minnesota Office for Student Affairs Reception
Marriott Sheffield

The Vermont Connection Social
Sheraton Huron

WIU Student Services Alumni & Friends Reception
Sheraton Ballroom I

7:00 p.m. – 8:00 p.m.

Parent & Family Relations Knowledge Community Reception
Sheraton Ohio

University of North Texas Reception
Sheraton Mississippi

7:30 p.m. – 8:30 p.m.

University of Arkansas Reception
Sheraton Mayfair

9:00 p.m. – 11:00 p.m.

NASPA Talent Show
Marriott Grand Ballroom III/IV

11:00 p.m. – 1:00 a.m.

NASPA Dance Party
Marriott Grand Ballroom III/IV



MSL is an annual, international study exploring the role of higher education in shaping leadership development among college students. The study examines a wide array of leadership outcomes (self-awareness, citizenship, collaboration) and leadership-related outcomes (cognitive skills, efficacy, social perspective-taking). It also explores how students engage with the college environment (mentoring relationships, involvement patterns). Findings from MSL 2011 will allow your school to:

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— Dr. Jon Dooley, Senior Associate Dean of Student Development,
Marquette University

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Tuesday, March 9



Roundtable Sessions

Tuesday, March 9
7:00 a.m. - 8:00 a.m.

Tuesday – 7:00 a.m. – 8:00 a.m.

257 Effect Of Personal Status On Professional Status: Female Faculty

 Marriott Addison

Christine Imbra, St. Cloud State University

Gabriela Silvestre, St. Cloud State University

This is a feminist, mixed-method exploratory study that adheres to the tenets of feminist research, connecting research to action and policy (development, modification, termination, and/or implementation). The primary purpose of this study was to determine if the professional status of female faculty members is affected by their personal status. The participants were female academics in the Minnesota State Colleges and Universities (MnSCU) system. The researchers explored in-depth the problems, obstacles, and policy needs that female faculty members, as professionals, face in a public state system. Ultimately, we analyzed how the personal status of female faculty members operates in an intertwined fashion, with policies and system/institutional dynamics. Additionally, we utilized contributions from the literature related to the differences between female and male faculty members comparing results by gender and highlighting areas in need of institutional change or policy development to achieve equity in salaries, female representation, or research productivity among other issues (Marschke, Laursen, Nielsen, & Rankin, 2007; Toutkoushian, & Conley, 2005); Sax, Serra Hagedorn, Arredondo, & DiCrisi III, 2002; Perna, 2001).

258 An Exercise in "Speed Dating" for Parent Program Professionals

 Sheraton Ballroom III

Deanie Kepler, Southern Methodist University

Missy Bryant, Southern Methodist University

Sheila Hrdlicka, University of North Carolina, Chapel Hill

Marjorie Savage, University of Minnesota

Laura Stevens, University of Denver

Kris Stewart, Miami University of Ohio

This discussion will focus on parent/family programs and services will utilize a 'speed dating' format allowing participants to be a part of discussions at five (5) of six different topical tables. Topics to be covered include: Parent/Family Orientation; Communications to include website, handbooks, e-newsletters, downloadable telephone apps, etc.; Parent/Family Weekend(s); Outreach to historically underserved populations (first generation/racially and ethnically diverse populations); Pioneering Partnerships; and Assessment.

259

Developing a Pre-Student Affairs Association on Your Campus

 Marriott Armitage

Josh Harraman, The Ohio State University

Laura Bockbrader, The Ohio State University

Jeffrey Tyler Cole, The Ohio State University

Nidhi Lahoti, The Ohio State University

Nick Sholler, The Ohio State University

Tricia Von Allmen, The Ohio State University

Student affairs professionals play a critical role in the development of college students on college campuses nationwide. Most professionals learn about the student affairs field from a respected mentor in a co-curricular activity or setting. This mentor shares personal experiences with the student about graduate school and preparation programs. Undergraduate students at The Ohio State University have formed the Pre-Student Affairs Association to prepare peer students for student affairs professional development. This student organization is seeking out those students with a potential interest in the field, educating them on the diverse opportunities within student affairs, and providing the mentorship and tools necessary to help them in the future. This session will discuss the organization's development and focus on how organizations like this can be formed on other college campuses.

260 Developing White Allies: Challenges, Dilemmas, and Best Practices



Marriott Chicago F

Kathy Obear, Social Justice Training Institute

Challenging whites on campus to develop the skills, attitudes and courage to step-up as allies can provide significant learning and opportunities to shift racist attitudes and behaviors; however, if mismanaged, some people may leave with increased frustration and hardened stereotypes. Come discuss best practices and strategies for developing white allies on campus.

261

Increasing Services and Retention Rates for Diverse Populations

 Sheraton Mississippi

Darron Turner, Texas Christian University

Jared Cobb, Texas Christian University

Todd Suddeth, The Ohio State University

A growing issue throughout higher education institutions is how to effectively recruit, program, and retain students of diverse populations. All three components are interdependent upon one another, but for most institutions it is difficult to maintain all three simultaneously. Presenters will explain in detail what is being done at their respective institutions in order to not only maintain, but also enhance, these three components. Discussion will revolve around what services are being provided at other institutions with similar desires to create a more diverse collegiate community while equitably serving all students.

262

Navigating Through Times Of Financial Challenges

 Marriott Chicago H

Kelli Bodrato, Ursinus College

Melissa Sanders, Ursinus College

It is the goal of the moderators for this roundtable to give professional staff of small colleges an opportunity to talk about the profound effect budget cuts have had on their service to students. In addition, it is expected that participants will share the current modifications they have made to accommodate for less staff while fulfilling greater demands. The moderators will close out the session by prompting a discussion of the future of student affairs and how we will rebound or reshape as a result of the current times.

263

Perfect Ladies Don't Become Provosts: A Women of Color Discussion



Marriott Watertower

Susan Stuart, Delaware State University

Robin Roberts, Delaware State University

This program looks at the career path and career alternatives of women of color as they reach their five year mark which often signals the end of being a new professional. This dialogue will affirm and celebrate the achievements and choices of all women by encouraging them to achieve their dreams while still actively participating in and excelling as academic and student affairs professionals.



<p>264 The Experience of Religious Minority Students in Higher Education Marriott Purdue/Wisconsin Becky McNamara, <i>Western Michigan University</i> LaShonda Anthony, <i>Grand Valley State University</i></p> <p>Religious diversity continues to be a challenging issue to address in higher education. Students who are considered religious minorities face conflicts between their beliefs and practices and the campus culture. These conflicts, both inside and outside the classroom, can impede their ability to become engaged students and to successfully matriculate. Join us as we discuss some of the barriers that students face in their religious experiences and ways we as administrators can assist them in their educational journey.</p>	<p>267 Academic Integration: A Case for Liberty and Justice for All Sheraton Erie Lesley-Ann Brown, <i>Texas A&M University</i> Fred Bonner, <i>Texas A&M University</i> Chanda Elbert, <i>Texas A&M University</i> Arthur Watson, <i>Texas A&M University</i></p> <p>The field of student affairs has been charged with intentionally engaging the academic side of our institutions in the work that we do, with the hopes of creating a more seamless learning environment for our students. This session will discuss three main categories of academic integration initiatives (programmatic, learning communities, and student affairs units in academic realms), address the challenges associated with both parties living the legacies of their professions, and engage in authentic dialogue by student affairs professionals, faculty, and academic administrators on how to continue the movement towards unification.</p>	<p>270 Building Communities for Social Justice Practice: A model program Sheraton Superior A Shaun Travers, <i>University of California, San Diego</i> Cynthia Dávalos, <i>University of California, San Diego</i> Emelyn de la Peña, <i>University of California, San Diego</i> Penny Rue, <i>University of California, San Diego</i> Edwina Welch, <i>University of California, San Diego</i></p> <p>Trying to engage your student affairs colleagues in dialogue regarding social justice? Hitting roadblocks in working with folks who care, but are tired, overwhelmed & frustrated? Join us as we share a strategy which transformed individual participants, renewed energy for social justice work, & set the stage for deeper collaborations on campus. The Building Communities for Social Justice Practice Institute combined theory, lived experience & practice into a dynamic, 5-day training. This model can transform your campus social justice initiatives!</p>
<p>265 The Practice of Supporting Doctoral Students: Lessons Learned Marriott O'Hare Gokce Gokalp, <i>Rossier School of Education</i> Linda Fischer, <i>Rossier School of Education</i> Jarrett Gupton, <i>University of Minnesota</i> Ilda Jimenez y West, <i>University of Southern California</i> Edlyn Vallejo Peña, <i>California Lutheran University</i></p> <p>As writing advisors in a doctoral support center, we have collected data from students who are pursuing a doctorate in education to assist such students to degree completion. Through our longitudinal study, we have identified skills that doctoral students need to develop, such as how to critically synthesize the literature. This skill set is generalizable and can be applied across disciplines through cost effective programs such as on-line seminars, writing groups, and dissertation writing retreats.</p>	<p>268 Alcohol Use by Entering College Freshmen: Practice Implications Sheraton Huron William DeJong, <i>Outside The Classroom, Inc.</i> Todd Wyatt, <i>Outside The Classroom.com</i></p> <p>Shortly before or just after starting college, freshmen from over 200 colleges completed a baseline survey prior to an online alcohol education course. We used hierarchical linear modeling to identify both individual- and institution-level predictors of alcohol use. We conducted a content analysis to determine whether those colleges with relatively high freshman drinking levels might be using marketing materials that inadvertently attract heavy drinkers to attend those institutions. Discussion will focus on the implications of this research.</p>	<p>271 Church vs. State: Navigating Religious-Spiritual Dialogue on Campus Sheraton Ontario Will Oprisko, <i>Wabash College</i> Robert Nash, <i>The University of Vermont</i></p> <p>Current research shows that religion and spirituality are important aspects of the college student experience. However, student affairs professionals are often times ill-equipped to engage in conversations about faith, morals, and values. This presentation seeks to help college and university personnel understand the legal history of religion in education and learn how to assist students in their development without violating the law. Case studies and open discussion will be used to identify ways for solving issues at individual institutions.</p>
<p>266 A Legacy of Accountability: An Integrative Student Affairs Course Marriott Chicago G Sandra Mahoney, <i>University of the Pacific</i> Dranna Andrews-Brown, <i>University of the Pacific</i> Alissa Christenson, <i>San Jose State University</i></p> <p>This presentation describes a new partnership between Student Affairs assessment and student projects in a course on assessment. Students partner with an administrator in order to realize a program-level assessment project. The integrative coursework is designed not only to promote deep learning by linking course knowledge with real-world experience, but also to prepare the next generation of student affairs professionals to ask new questions about accountability and to play an important role in future Student Affairs assessment and research.</p>	<p>269 Black and Latino Male Transfer Experiences in Higher Education Marriott Michigan Sheila Sanchez, <i>University of Southern California</i> Ryan J. Davis, <i>University of Maryland at College Park</i> Adrian H. Huerta, <i>University of Southern California</i> Carmen Soto, <i>University of Southern California</i> Kristan M. Venegas, <i>University of Southern California</i></p> <p>This session will present Black and Latino males' experiences in postsecondary education with a focus on the transfer process. The session will illuminate 'best practices' for student affairs professionals to engage Black and Latino male students in a way that promotes their persistence and completion through the transfer pipeline.</p>	<p>272 Cultivating Student-led Social Justice Initiatives on Campus Marriott Northwestern/Ohio Dhiraj Chand, <i>University of Utah</i> Kari T. Ellingson, <i>University of Utah</i> Yamila Martinez, <i>University of Utah</i> Cathy Martinez, <i>University of Utah</i> Lori K. McDonald, <i>University of Utah</i> Mariana Ramiro, <i>University of Utah</i> Wendolens Ruano, <i>University of Utah</i> Betty Sawyer, <i>University of Utah</i></p> <p>Student affairs professionals recognize the value of implementing social justice strategies for institutional change. It is also clear that students can and must play a critical role in creating this institutional transformation! This student-led session will provide theoretical background for social justice initiatives with examples of highly successful implementation of these programs, followed by an interactive discussion with participants on other successful models. In addition, we will look into challenges and benefits of these initiatives.</p>



<p>273 Defining Moments of Student Leadership  <i>Marriott Chicago B</i> Rich Whitney, DePaul University</p> <p>When does a student decide he/she is a leader? The purpose of this study was to investigate what college students say about their experiences as leaders. The process and the point that one decides they are leaders was examined with a sample of college students from across the country. The concepts of the defining moments that prompted this understanding and acceptance of being a leader will be discussed. This study also examined how college students defining moments and realizations compared to community leaders.</p>	<p>276 Donors' Ideas & Divisions' Needs: Effective Fundraising  <i>Marriott Kane</i> Andy Sonn, The George Washington University</p> <p>Amid the economic downturn, student affairs units are fundraising to shore up budgets and continue to foster student development. Most student affairs professionals, however, do not have knowledge of development fundamentals and organizational strategies. Based on a dissertation study, this session will present findings and concepts from 3 successful programs that you can apply on your own campus, including whether to launch a student affairs fundraising initiative in the first place and how to enhance an existing fundraising program.</p>	<p>279 Increasing Awareness of Mental Health Issues  <i>Univ. of Chicago Gleacher Ctr. 206</i> Jennifer Massey, Queen's University Mike Condra, Queen's University</p> <p>There is an increasing recognition that providing a welcoming, safe, and healthy environment for students with mental health concerns is but one component of an institution's commitment to the goal of enhancing diversity. The Mental Health First Aid (MHFA) program offered through Mental Health First Aid Canada was 'developed to help people provide initial support for someone who may be developing a mental health problem or is experiencing a mental health crisis' (MHFA 2009). The MHFA model shows a great deal of promise for application in a university setting. By training both student and professional staff to support the mental health of students and co-workers alike, the university simultaneously promotes academic and personal success. This session will highlight the strengths of the training model and reveal the potential for use among university staff and students across North America.</p>
<p>274 Development of Gay Black Male Collegians at PWIs & HBCUs  <i>Marriott Chicago C</i> James DeVita, University of Tennessee Amanda Blakewood, University of Tennessee in Knoxville</p> <p>In this session, participants will examine the development of African American gay male college students at both PWIs and HBCUs, focusing on the experiences, challenges, and successes of this population. Drawing on empirical research findings, effective strategies and services for meeting the needs of students with multiple intersecting identities will be explored. Participants will be encouraged to share ways of incorporating information on campuses of varying type and mission.</p>	<p>277 Gen X SSAOs: Unique Opportunities and Challenges  <i>Sheraton Ballroom I</i> Ainsley Carry, Auburn University Felicia J. Lee, Trinity University (TX) Patrick Day, University of Massachusetts, Boston Brian Hemphill, Northern Illinois University Luoluo Hong, University of Hawai'i at Hilo Robert Kelly, Loyola University, Chicago Kevin Rome, North Carolina Central University Kent Smith, Ohio University Julie Wong, University of Colorado at Boulder</p> <p>Generation X senior student affairs officers (SSAOs) have some unique challenges. Those SSAOs who are in their late 30s and early 40s often do not have an established network of senior colleagues. In addition, these individuals are at the president's table with academic affairs or business vice presidents who are Baby Boomers or beyond. Participants are encouraged to come and share thoughts and insights, and learn new perspectives from fellow Gen X SSAOs.</p>	<p>280 Increasing Latino Engagement in the Community College Experience  <i>Univ. of Chicago Gleacher Ctr. 200</i> Melissa Gonzalez, Assistant Professor, Bronx Community College Ted Ingram, Assistant Professor, Bronx Community College</p> <p>Latinos are being educated in American colleges and universities in greater numbers than ever before. Yet, despite the increases in population growth, Latinos are still falling behind. While research shows that it is the community colleges in which a large portion of the college-going Latino population is enrolled, little is known about their experiences. The purpose of this presentation is to examine how community colleges can increase Latino engagement in the quest to promote their academic persistence. From our focus group dialogue with 12 Latino community college students, we conclude that they have desires to be engaged on campus but have many impediments to their involvement. The focus group generated recommendations for community college faculty and staff in their offering of opportunities for engagement that is sensitive to lifestyle of Latinos.</p>
<p>275 Do Cas Standards Make A Difference For Student Learning?  <i>Marriott Clark</i> Julie Owen, George Mason University Susan Komives, University of Maryland College Park</p> <p>This program features results of a study sponsored by the Council for the Advancement in Standards (CAS) 2009 Research Grant. It examines whether the use of standards and self assessment processes enhances programs and services contributing to the development of student learning and developmental outcomes. In particular, this program uses the newly revised CAS standards for student leadership programs to assess the effects of the design and delivery of leadership programs at over 100 institutions nationwide on student leadership outcomes.</p>	<p>278 Global Perspective Inventory: Movement From Theory to Practice  <i>Sheraton Superior B</i> JoNes VanHecke, Central College Larry Braskamp, Loyola University Chicago Mark Engberg, Loyola University Chicago Lisa Landreman, Macalester College Eileen Sullivan, Elmhurst College</p> <p>One challenge faced by student affairs professionals is found in putting the theory and research to work on our own campuses. Using the Global Perspective Inventory (GPI), an assessment instrument designed to measure global citizenship from a holistic student development perspective, this panel will discuss the theory behind the instrument, share current research efforts and describe how institutions are putting it to use on their own campuses.</p>	





- 281 Leading the Movement: Applying Tools to Reduce Personal Liability**
Univ. of Chicago Gleacher Ctr. 306
Saundra Schuster, Attorney-Partner, NCHERM
W. Scott Lewis, Attorney-Partner, NCHERM
Brett Sokolow, President, NCHERM
- Can you be sued for doing your job? Are you protected by qualified immunity? Will your institution stand behind legal challenges brought against you? The challenge to personal liability for college and university administrators has recently become more of a reality as a result of new considerations of old laws. Recent federal court decisions, such as DeJohn v. Temple University, and the U.S. Supreme Court decision in Fitzgerald v. Barnstable School Committee resulted in the courts upholding personal liability findings against individual administrators and school board members. This workshop will explore the analysis applied in those decisions and provide tools to conduct policy compliance audits, and recommendations for revision of sexual and discriminatory harassment policies to reduce the potential for being held personally responsible in a legal challenge against your institution.
- 282 Moving Forward with Student Learning Outcomes**
Marriott Indiana/Iowa
Kathryn Mueller, Orange Coast College
- Student learning outcomes, program review, and planning are interconnected and fall along a continuum. Establishing, assessing, and documenting these components are part of the legacy of student learning and the importance of forward movement in that learning. This presentation will provide a model of sustainable SLOs and program review for student affairs, and how a campus can align these components campuswide. Participants will be encouraged to share effective practices, and an active discussion of challenges and opportunities will be facilitated.
- 283 My Kind of Town: Chicago and the Power of Place**
Univ. of Chicago Gleacher Ctr. 308
Timothy McMahon, University of Oregon
Curt Kochner, University of Montana-Billings
- 'My kind of town, Chicago is...' These lyrics, known to everyone, describe a special place. They also show us the importance a place can have in our lives. The power of 'place' in our personal and professional lives cannot be overestimated. Places renew us and make us whole. Places stifle us and turn us into diminished versions of ourselves. In this program, we will explore the concept of 'place' in all its forms--geographic, psychological, historic, and spiritual-with a special emphasis on what is special about Chicago.
- 284 Pathway For Change: Students of Color At Faith-Based Colleges**
Univ. of Chicago Gleacher Ctr. 404
Pamela Roy, Michigan State University
Kyle Carter, Michigan State University
John Jobson, Hope College
- Faith-based institutions continue to play an integral role in the holistic development of college students within the higher education context. As colleges and universities become more accessible to diverse student demographics, traditional values at faith-based institutions should simultaneously support students with different backgrounds and needs. This session explores recent research conducted on the differences of experiences between majority students and students of color. Join us for a dialogue regarding the impact of these differences and implications for student affairs.
- 285 Peer Sexual Violence: Building Services for Graduate/Professional Students**
Sheraton Colorado
Nancy Cantalupo, Georgetown University Law Center
Dana Onorato, Georgetown University Law Center
- Campus peer sexual violence has been seen as a primarily undergraduate problem, yet there are good reasons to address such violence in the graduate and professional school context. In this interactive program, the presenters will discuss their own experiences building such services and lead a brainstorming session on ways in which participants can start such services at their schools. The presentation will discuss topics such as how to build a case at your institution, identifying and training a direct service provider, and promoting the services.
- 286 Prevention and Intervention: Behavioral Intervention Teams**
Sheraton Mayfair
Tom Thompson, William R. Harper College
Jason Ferguson, William R. Harper College
George Sam Goodin, University of Michigan
Rachel Naasko, University of Michigan
Ellie Rosenfield, Rochester Institute of Technology
Dawn Soufleris, Rochester Institute of Technology
- Behavioral Intervention Teams are cropping up on campuses in the wake of Virginia Tech University and the Northern Illinois University tragedies. Students with psychological disabilities and/or other disabilities may exhibit behavior that calls attention to themselves and which could result in a student conduct referral. In this session, you will hear from reps from three BIT's (Behavioral Intervention Teams) representing different types of campuses, each of whom has experience in handling the assessment of student's behavior while protecting their rights as person's covered by the Americans with Disabilities Act.
- 287 Publishing in NASPA's Scholarly Journals**
Marriott Ohio
Burke Nagy, The Berkeley Electronic Press
Marilyn Amey, Michigan State University
Pam Crosby, Florida State University
Melissa Dahne, NASPA
Jon Dalton, Florida State University
Kathleen Manning, University of Vermont
- Innovative ideas must be contributed to the student affairs literature on an ongoing basis to provide the foundation for successful student affairs practice. Join Burke Nagy, publishing editor with The Berkeley Electronic Press, along with the editors of NASPA's three journals – Journal of Student Affairs Research and Practice, Journal of College and Character, and NASPA Journal About Women in Higher Education – to learn how you can contribute to student affairs scholarship.
- 288 Strategic Partnerships to Infuse Technology in Student Affairs**
Marriott Addison
Joan Giblin, Wentworth Institute of Technology
Stephanie Cheney, Wentworth Institute of Technology
Beth Farrow, Wentworth Institute of Technology
Jim Levesque, Wentworth Institute of Technology
- More than ever, it is important to leverage collaborative relationships across campus to meet student needs. In light of budget cuts, staff constraints, and scheduling limitations at Wentworth Institute of Technology, the student affairs division partnered with the department of training and development. Programs were developed utilizing Blackboard to create a virtual learning community for student leaders, improve assessment, create targeted sanctions, differentiate alcohol education programming, and implement a hybrid transfer seminar.
- 289 Student Technology Culture: Identify, Assess & Respond**
Univ. of Chicago Gleacher Ctr. 400
Amy Franklin, Northern Illinois University
Evelyn Comber, Northern Illinois University
- As new technologies continues to emerge, it is vital for student affairs practitioners to remain current about student practices and needs related to these technologies. Data-driven decisions about the implementation of technology enhance the provision of student-centered service in higher education. This presentation will outline one strategy implemented to assess the student technology culture, including outcomes of the initiative. Participants will have the opportunity to applying select assessment findings to practice.



<p>290 The Common Ground Program: Peer-Led Multicultural Dialogues  <i>Sheraton Michigan A</i> Rhondie Voorhees, University of Maryland  Nicole Mehta, University of Maryland Steve Petkas, University of Maryland</p> <p>The Common Ground Multicultural Dialogue Program at the University of Maryland is an innovative peer-education program that focuses on process-based multicultural exploration of contemporary societal dilemmas. This session will include an overview of the ten-year history of the program, goals, dialogue group structure, dialogue leader training, and past and current research on student learning outcomes. Participants will also have an opportunity to engage in discussion about how they might adapt elements for use at their own institutions.</p>	<p>293 Using Advocacy & Empowerment to Positively Impact Fraternal Life  <i>Marriott Chicago A</i> Tara Leigh Sands, University of Rochester John DiSarro, University of Rochester Monica Smalls, University of Rochester</p> <p>'It's not about us...it's about the students.' It sounds simple, but too often administrators spend all their time putting out fires when the easiest solution is to put faith in the students and empower them to bring about positive cultural change in their community. Doing so requires a paradigm shift in the way we advise, advocate for, and challenge our students to create values-driven purposeful organizations that reflect the mission of the college and their national organizations. This program presents the change model utilized at the University of Rochester to become student-driven advocates and provides key research, strategies, and challenges to consider for other Universities to transform their student leaders into agents of change for their fraternities and sororities.</p>	<p>296 Voluntary Organizations as a Means to Developing Common Ground  <i>Univ. of Chicago Gleacher Ctr. 300</i> Kadian McIntosh, The Pennsylvania State University Wil Del Pilar, The Pennsylvania State University</p> <p>Several studies have highlighted the importance of creating a positive campus environment, especially for underrepresented students. While some initiatives are administratively driven, students are also proactively developing social networks and seeking support agencies. This presentation aims to have participants understand the role of voluntary organizations, as well as consider how underrepresented students at PWIs use membership as a coping mechanism. Our research uses data from interviews with underrepresented students. We share our exploration on the process of how students construct common ground and implications for administrators seeking to identify ways of promoting this construct.</p>
<p>291 The Environmental Affects on Latino Males  <i>Marriott Belmont</i> Seth Fishman, The Ohio State University Adrian Huerta, University of Southern California</p> <p>This session will review the results of a qualitative study involving first generation college Latino males from urban environments. These men have found success in college at a variety of institutions. We will review the main findings including the environmental impact that affected these students. Key concepts include the importance of family support, financial aid, mentorship, and what it is like being an urban Latino male on a college campus.</p>	<p>294 Using Home Grown Surveys for Assessment  <i>Sheraton Ballroom II</i> Darby Roberts, Texas A&M University Carrie Zelna, North Carolina State University</p> <p>Increasingly, student affairs staff are asked to provide evidence of learning or quality related to their programs and services. Because of the unique nature of some programs on our campuses, assessment instruments must often be designed at the local level. Using surveys as an assessment tool can be an effective and efficient way to gather data to use for improvement. This session, primarily for staff new to assessment, will provide tips and tools for quality survey development, implementation, and analysis.</p>	<p>297 Watching from the Margins: Student Services for Graduate Students  <i>Marriott Halsted</i> Barbara Johnson, Northern Illinois University Leonard Clemons, Northern Illinois University Philip Wilkinson, Northern Illinois University</p> <p>This session presents the results of a 'pilot' collaborative effort to provide programming for graduate students at an urban and suburban institution. A review of relevant student development and adult development theories, implications for future research and practice, as well as a model for providing services and programming to enhance the educational experience of graduate students will be discussed.</p>
<p>292 The Legacy of Mentorship: Responding to the Call  <i>Univ. of Chicago Gleacher Ctr. 408</i> Czarina Ramsay, Seattle University Robert Kelly, Loyola University, Chicago</p> <p>The focal point of this program is to explore personal accounts of mentorship in student affairs and their influence on retention of diverse communities within higher education. The presenters will share personal experiences with mentorship throughout their educational journeys and discern how those moments of outreach influenced their professional roles today.</p>	<p>295 Voices from the Border: Conservative Students and 1960s Protest  <i>Sheraton Arkansas</i> Rebecca Christy, Bowling Green State University Michael Coomes, Bowling Green State University</p> <p>The term 'The Movement' is associated with a number of social and political events and activities that rocked college campuses in the 1960s. Much that has been written about this era has focused on unrest at large public and predominately research-intensive institutions. This session will present a new view of the movement by telling the story of how student activism was viewed at small, conservative colleges. Through lecture, artifacts, and discussion, participants will be encouraged to take the lessons of the past and apply them to current conditions that are shaping higher education in the 21st century.</p>	<p>298 Women Leaders in Student Life: A Pacific Perspective  <i>Sheraton Missouri</i> Steve Jacobson, University of the Pacific Judith Chambers, University of the Pacific Elizabeth Griego, University of the Pacific Shauna Young, University of the Pacific</p> <p>Women student affairs professionals have made a significant impact on the lives of students, the profession, and the academy. These leaders have often been the driving force for change and are on the forefront of student development theory. Few institutions have repeatedly had female professionals who have made as dramatic a contribution to the student affairs profession as has the University of the Pacific. Join us as we explore the experiences of past, present, and future women leaders from Pacific and the opportunities they see for the future.</p>





<p>299 Corporate Presentation: Strategies for Organizational Management Online <i>Sheraton Michigan B</i> <i>Tony Roth, Select.org</i></p> <p>Current strategies and future trends for advisors of student groups and organizations that use the Internet to manage and market their organization. Learn the importance of content ownership, branding, and control when advising organizations to utilize social networking platforms such as Facebook and how to avoid the risks that are associated with the increasing number of social and free networking forums.</p>	<p>303 Bringing Out Their Best: A New Approach to FYE Courses <i>Marriott Addison</i> <i>Eileen Hulme, Azusa Pacific University</i> <i>Karin Klinger, Baylor University</i></p> <p>This presentation will encourage institutions to refresh their approaches to new student programming through the use of positive psychology and emerging technologies. This interactive session will highlight a new on-line campus approach to positive student development for first-year students.</p>	 <p>Keynote Speaker Jean Twenge 9:30 a.m. - 10:45 a.m. Sheraton Chicago Ballroom</p>
<p>301 A Legacy of Balance: Sustaining Healthy Practitioners amid Crises <i>Marriott Belmont</i> <i>C. Ryan Akers, Mississippi State University</i> <i>April Heiselt, Mississippi State University</i></p> <p>Today's campus crises are occurring more frequently and with greater intensity. Continuous crisis preparation and response can be exhausting. How do you manage the constant bombardment of campus crises and subsequent fatigue and stress? Can you identify when you need help and where to find assistance? This interactive program provides opportunities to learn skills and resources that will assist you in getting students back on their feet, while helping you stay on yours.</p>	<p>304 College Men and Masculinities: About the Book <i>Sheraton Superior B</i> <i>Frank Harris III, San Diego State University</i> <i>Shaun Harper, University of Pennsylvania</i> <i>Susan Marine, Harvard University</i></p> <p>In this session, the presenters will discuss their newly published book, College Men and Masculinities: Theory, Research, and Implications for Practice. The presenters will have a facilitated dialogue with the attendees about the reasons that compelled them to produce the book and the ways it can be used to guide student affairs educators' work with college men. New concepts, insights, and implications that are offered in the book will also be shared and discussed.</p>	<p>306 Directions in College Counseling: The 2009 AUCCCD Survey <i>Sheraton Ballroom II</i> <i>Greg Eells, Cornell University</i> <i>Victor Barr, University of Tennessee-Knoxville</i> <i>Sandy Colbs, Illinois State University</i> <i>Pamela Duncan, Manhattanville College</i> <i>Denise Hayes, Claremont College Consortium</i> <i>Bruce Meyer, SUNY Oswego</i> <i>Sharon Mitchell, University of Buffalo</i></p> <p>The Association for University and College Counseling Centers Directors (AUCCCD), is an international organization that assists counseling center directors in providing effective leadership and management of counseling centers and advocates for college mental health issues. AUCCCD represents nearly 700 counseling services at four year colleges and universities and conducts an annual survey of its members. This presentation will highlight key issues in college counseling and mental health by reviewing findings from the annual survey. Board members will discuss trends and issues arising at their respective institutions of varying sizes as well as highlight ongoing national issues.</p>
<p>302 A Safer, Socially Just Community: OVA Model of Campus Response <i>Marriott Kane</i> <i>Deb Coffin, University of Colorado, Boulder campus</i> <i>Mary Friedrichs, University of Colorado, Boulder Campus</i> <i>Jessica Ladd-Webert, University of Colorado, Boulder Campus</i></p> <p>Many universities provide gender violence response services through counseling centers or women's centers. Understanding that gender violence is only one type of interpersonal harm, the Office of Victim Assistance (OVA), a freestanding office in student affairs at CU-Boulder, has expanded this model to encompass both counseling and advocacy services to students who have been impacted by all types of interpersonal violence or trauma, including bias-motivated incidents, assaults, harassment, death of a loved one, and debilitating accidents.</p>	<p>305 Creating a Legacy of Success for Students with Disabilities <i>Sheraton Arkansas</i> <i>Shelley Ducatt, Texas Tech University</i> <i>Tamara Mancini, Texas Tech University</i></p> <p>This session will focus on Texas Tech University's student disability services comprehensive retention program. Three years into the program, we will share the evolution, the methods we have used to continually assess effectiveness, partnerships with other departments, the direct impact we have seen on student success, and how we are creating a legacy of retention and assessment at Texas Tech. Participants will also be asked to discuss how they can 'Be the Movement' for students on their individual campuses.</p>	

9:30 a.m. - 10:45 a.m.

Tuesday, March 9



<p>307 Diversity Action Team: Leadership Strategy for Effective Change <i>Univ. of Chicago Gleacher Ctr. 408</i> Antron Mahoney, Southern Methodist University Caitlin Anderson, Southern Methodist University Renee Gibson, Southern Methodist University DeMarias O'Banner, Southern Methodist University Amy Schofield, Southern Methodist University</p> <p>In an attempt to create a more inclusive environment on campus, student affairs Practitioners from residence life and multicultural student affairs came together to form a unique partnership, the Diversity Action Team (DAT). Since the formation of this initiative, DAT has been instrumental in effective changes towards more inclusive environments on campus. During this workshop, presenters will give an overview of the formation of DAT and discuss how DAT became an effective leadership strategy in fostering a more inclusive environment. Furthermore, the presenters will discuss the impact of social change within the institution derived from DAT.</p>	<p>309 Dual-Career Searches in Student Affairs <i>Univ. of Chicago Gleacher Ctr. 206</i> Bernard Liang, University of Washington Tacoma Bridget Kelly, Loyola University Chicago Monica Nixon, Seattle University</p> <p>Being personally and professionally prepared for a career move can be challenging, perhaps even more so when balancing searching for positions with maintaining personal relationships. There is need for a deeper understanding of considerations and preparedness for dual-career couples attempting joint job searches and the institutions that wish to hire qualified, satisfied candidates. This presentation will present data from narrative research on dual-career couples where at least one individual in the couple works in student affairs. Also, implications for institutional preparedness and further resources will be provided.</p>	<p>311 FERPA Overview and Update by the U.S. Department of Education <i>Sheraton Ballroom III</i> Paul Gammill, Family Policy Compliance Office, U.S. Department of Education</p> <p>The U.S. Department of Education recently released new regulations and several new brochures and resources aimed at helping postsecondary institutions better understand the Family Educational Rights and Privacy Act (FERPA) guidelines. Join a representative from the Family Compliance Office for the U.S. Department of Education to learn more about useful information on balancing privacy concerns with the overall safety and well-being of the campus community. The session will contain a discussion on FERPA, as well as the recently issued resources, opinions, and findings issued by the Family Compliance Office. (Repeated at Session 443)</p>
<p>308 Diversity, Privilege and Leadership: Are We Making Any Progress? <i>Univ. of Chicago Gleacher Ctr. 300</i> Art Munin, DePaul University Eddie Moore, Jr., The Bush School</p> <p>This session will examine and explore issues of cultural competency, justice, privilege, oppression and leadership across the university. University administrators have an excellent opportunity to be positive role models, powerful decision makers, and effective agents of social/institutional change if they have the tools to do so. This work is vital because America is changing, the question is: Are we ready? Participants will leave this session with the skills and knowledge necessary to continue addressing a variety of issues including white privilege/supremacy, racism, oppression, and leadership.</p>	<p>310 Expectations of SSAOs and Faculty for Entry-level Professionals <i>Sheraton Erie</i> Amy Swen, University of Portland Marilee Bresciani, San Diego State University Jessica Hickmott, Weber State University Rey Monzon, San Diego State University</p> <p>This session will present a comparison of the perspectives of senior student affairs officers (SSAOs) with those of faculty teaching in student affairs preparatory programs regarding expected competencies of entry-level student affairs professionals. The presenters hope the competencies discussed in this session will inform learning outcomes and curriculum development for present and future preparatory programs as they seek to best prepare their students for the expectations of the field of student affairs.</p>	<p>312 Focus Groups: Debunking Misperceptions for Assessment Quality <i>Marriott Northwestern/Ohio</i> Patricia Fabiano, Western Washington University</p> <p>Focus groups constitute a popular approach to assessment in student affairs. Too often this popularity is not accompanied by a commitment to rigorous standards and may lead to substandard work. Participants will identify and debunk the top misperceptions threatening quality in focus group methods and gain best practice strategies to ensure the trustworthiness of focus groups as a powerful tool for student affairs assessment.</p>
		<p>313 Fostering LGBT-Inclusive Student Affairs Preparation Programs <i>Marriott Chicago C</i> Michael Vargas, University of Southern California Siobhan Byrne, University of Southern California Leslie Nevins, University of Southern California</p> <p>In a recent study, researchers used assessment methods to evaluate a student affairs preparation program for inclusion of LGBT subject matter. Presenters will discuss what practitioners and faculty should know about the relationship between LGBT inclusive curriculum and LGBT-supportive outcomes. We will also discuss the importance of assessment practices and inclusion in the student affairs preparation classroom.</p>



314	Identity Movements & Leadership: A Legacy of Transformation	316	Latino Cultural Centers: Building on a Legacy of Activism	
	 Marriott Indiana/Iowa		Marriott Chicago B	
	Alicia F. Chávez, <i>University of New Mexico</i>		Adele Lozano, <i>University of Illinois at Urbana-Champaign</i>	
	Jody Donovan, <i>Colorado State University</i>		Lillian Casillas, <i>Indiana University Bloomington</i>	
	Pete England, <i>Iowa State University</i>		Ivone De Jesus, <i>University of Illinois at Chicago</i>	
	Florence M. Guido, <i>University of Northern Colorado</i>		Angelica Mendoza, <i>Northern Illinois University</i>	
	Luoluo Hong, <i>University of Hawaii at Hilo</i>			
	Raechelle Pope, <i>University at Buffalo</i>			
	Larry Roper, <i>Oregon State University</i>			
	Ronni Sanlo, <i>University of California - Los Angeles</i>			



321 Marketing - A Business Word in a Higher Ed World
 Sheraton Ontario
 Kimberly Moore, Loyola University Chicago
 Ellen Wehrman, Loyola University Chicago

If you plan it, will they come? Student affairs professionals work long and dedicated hours preparing and planning student programs, but are frequently met with disappointing turnouts. Oftentimes it is chalked up to apathy...what if it wasn't the student, but in fact the program planning that was the problem? The presenters will discuss how marketing can be the key planning element of a successful program. Whether you're a student or a student affairs professional who plans student programs; understanding, appreciating, and implementing successful marketing can help you improve student turnout, satisfaction, and the quality of your programming. Through engaging and interactive exercises attendees will learn about the fundamentals of marketing, advantages of using technology, and how to create a program marketing campaign, and will leave with a list of successful marketing techniques. A quality student program can be impactful, transformative, or just simply fun...if students don't attend, the program becomes disappointing and can be considered unsuccessful. Live the legacy, be the movement and lead the way on your campus by embracing a business concept in a higher ed world.

322 Mentoring from the Vice President's Office
 Sheraton Mayfair
 Laura Barrantes, University of Maryland
 Cynthia Cherrey, Tulane University
 Linda Clement, University of Maryland, College Park
 Jerrid Freeman, University of Arkansas
 Jeff Grim, Washington University
 Kevin Jackson, Baylor University
 Keith Miser, University of Hawaii, Hilo
 Susan Murphy, Cornell University
 Alan Sickbert, Hamline University
 Barbara Snyder, University of Utah

Vice presidents of student affairs are living the legacy by mentoring undergraduate students and, through this important relationship, inspiring them to join the field of student affairs. As seasoned student affairs practitioners, these VP mentors become wise and trusted sounding boards for questions and decisions about academics, careers, and life choices as their mentees enter the profession. Panelist will share mentor/mentee stories while responding to questions from session participants.

323 Mission Impossible: Collaboration Without Conflict
 Univ. of Chicago Gleacher Ctr. 404
 Cathy Pales, Powerful Purpose Leadership

Effective leaders challenge the status quo and foster collaboration to support organizational change. Whenever the status quo is challenged, conflicts arise. Conflict itself is not the issue; the issue is how we respond. Increasingly, leaders in student affairs are being asked to lead change movements and manage responses to crisis and demands from stakeholders. Collaboration will be a necessity to meet these challenges. How well prepared are you to facilitate the conflict that will occur with change and collaboration? Session participants will learn how to facilitate constructive conflict and resolve destructive conflict in order ensure successful collaborative efforts.

324 Movement In The Right Direction: African American Retention
 Sheraton Huron
 Barbara Henley, University of Illinois at Chicago
 Lillye Hart, University of Illinois at Chicago
 Carlotta Johnson-McGowan, University of Illinois at Chicago
 J. Malcolm Smith, University of Illinois at Chicago
 Simeko Washington, University of Illinois at Chicago

The retention and graduation rates for African American students continue to lag behind those for other groups. One urban research university with support programs for Black students has struggled to achieve desired results; however, different strategies were utilized recently to achieve better outcomes/retention rates. During this experiential session, the panel of presenters will actively engage the participants and share strategies utilized to achieve a 7.3 percent increase in the retention rate for African American students on their campus.

325 Negotiating Life Among/ Between Asian American and LGB Communities
 Marriott Chicago A
 Donna Talbot, Western Michigan University

In this program, we will present follow-up findings for some preliminary research data presented last year, highlighting the unique challenges students negotiate as Asian Americans who also identify as LGB. Analysis of quantitative data from a web-based survey will be shared, as well as findings from interviews. The complexity of experiences and challenges that our research participants shared will be discussed. Program participants will be invited to discuss the implications of these findings.

326 Playing Nice Together: A Progressive View of a Multi-Gen Workplace
 Marriott Watertower
 Dustin Grabsch, Texas A&M University
 Cynthia Olvera, Texas A&M University

In the student affairs profession, we are exposed to a multigenerational workplace, which brings its own set of challenges and opportunities. In this session we will examine the differences and similarities between Baby Boomers, Generation X-ers, and Millennials in order to better foster a positive work environment. Our specific focus will address advisor/advisee relationships, supervisory styles within project teams, and departmental initiatives. Our hope is to foster a desire to become the movement towards a progressive approach to bridging the gaps between the generations in your department, division, and our profession.

327 Preparing a New Generation: Family Legacies
 Sheraton Missouri
 Cherry Callahan, The University of North Carolina at Greensboro
 Kathleen Callahan, Winthrop University
 Hal Gin, California State University, East Bay
 Kevin Gin, Northeastern University

Student affairs professionals carry with them a general set of values and approaches to life. How do these values and approaches affect their children? Do their children tend to move into the same or similar professional fields? If not into student affairs, are their children more likely to enter service professions? This session will focus on family legacies in the field of student affairs and will provide a forum in which we can discuss how we as professionals impact our children and their choice of careers.

328 Promoting Well-Being via Engagement of First Year Students
 Univ. of Chicago Gleacher Ctr. 308
 Kerri Wakefield, University of Michigan
 Matthew Holsapple, University of Michigan

Drawing on data from the Wabash National Study of Liberal Arts Education, this program will present results from a mixed-methods study investigating the impact of engaging campus practices on students' well-being during the first year of college and the mediating effect of self-authorship developmental level on that impact. Implications for student affairs practice will be discussed, and attendees will be challenged to consider the potential for practices on their own campus to affect students' well-being during their first year of college.



<p>329 Purpose Networking and the Effects on Student Engagement</p> <p> Sheraton Mississippi Kristina Cragg, Valdosta State University Kurt Keppler, Valdosta State University Jessica Thompson, Valdosta State University Peter Tomassi, EducationDynamics</p> <p>Is your institution seeking an innovative method to engage students with their peers and with your campus services? This session compares the success of purpose networks at one institution to national trends, including student success of different groups (out-of-state students, undecided students, students in fraternities/sororities, and off-campus students). The effectiveness of purpose networks is evaluated within the context of theory and practice. Attendees will have an opportunity to participate by sharing their campus experiences.</p>	<p>332 Student Affairs Partnerships and Collaborations to Promote Indigenous Student Success</p> <p> Sheraton Colorado Irvin Harrison, San Diego State University Heather Shotton, University of Oklahoma-Norman</p> <p>In July 2005, the NASPA Indigenous Peoples Knowledge Community (IPKC) was formed as an all-inclusive group of student affairs professionals and students identifying as Indigenous Peoples/ Native American/Alaskan Native/Native Hawaiian. In September 2006, the ACPA Native American Network (NAN) and IPKC convened at an inaugural gathering to discuss ways to collaborate on initiatives to promote college student success and to collectively promote the Indigenous education agenda. This presentation will share about the ACPA NAN and NASPA IPKC successful collaboration, learn why building this bridge between IPKC and NAN has been important, and why having meaningful partnerships in similar organization nationally is an important piece of building an impactful knowledge base.</p>	<p>334 Students Helping Students: A Model for a Campus Food Bank</p> <p> Univ. of Chicago Gleacher Ctr. 200 Kristin Moretto, Michigan State University</p> <p>Rising tuition and economic constraints are two of the many factors that impact quality of life and challenge academic success for college students. Since 1993, the MSU Student Food Bank, run by students for students, has provided supplemental food to students in need. This opportunity teaches students to embrace their power and responsibility to shape their world through leadership, service and civic engagement. Program operations, assessment, and impact on students will be presented; start-up ideas, barriers and supports will be discussed.</p>
<p>330 Small College/Big Ideas: Partnerships for Engaged Learning</p> <p> Marriott Armitage Felice Dublon, The School of the Art Institute of Chicago Joe Behen, The School of the Art Institute of Chicago Paul Coffey, The School of the Art Institute of Chicago Joan Livingstone, The School of the Art Institute of Chicago Debbie Martin, The School of the Art Institute of Chicago</p> <p>An interdisciplinary team of student & academic affairs' leaders were selected to join four national movements advancing new models for student learning: Bringing Theory to Practice, the National College Depression Partnership, Healthy Minds, and Greater Expectations. As a result, the school gained recognition for its innovative practices based on collaborative and data driven models. Program attendees will learn how to join these partnerships, promote the use of data to reimagine their institutions, and positively impact student success.</p>	<p>333 Student Affairs Research Questions that Matter</p> <p> Marriott Clark Judith Rogers, Miami University Maribeth Ehasz, University of Central Florida Randy Hyman, University of Minnesota-Duluth Almeda Jacks, Clemson University Kathleen Manning, University of Vermont David McKelfresh, Colorado State University</p> <p>The NASPA Faculty Fellows have identified a series of critical research questions considered important for guiding in the coming years the development of inquiry projects by student affairs scholar practitioners, graduate students, administrators, and preparation program faculty. In this session Faculty Fellows will posit these Student Affairs Research Questions that Matter and a panel comprised of a member of the Research Division, the JSARP editorial board, and the NASPA Foundation will discuss how inquiry projects illuminating these questions can be designed, funded, and published. Finally, small discussion groups will explore how these questions might influence inquiry and practice in their own institutional contexts.</p>	<p>335 Task Force on the Future of Student Affairs</p> <p> Sheraton Ballroom V Jan Walbert, Arcadia University Vasti Torres, Indiana University</p> <p>Grappling with the future of the student affairs profession? Come discuss what the Task Force on the Future of Student Affairs has found as a result of a two-year discussion. The report from the task force will be available on the web site for consideration prior to the session.</p>
<p>331 Student Affairs Approach to Working with Veterans on Campus</p> <p> Marriott Purdue/Wisconsin Bernadette Mencke, Washington State University Robert Mock, University of Arkansas</p> <p>Veterans from the Iraq and Afghanistan wars are returning to your campuses. Statistically, these soldiers will have reported or unreported forms of post traumatic stress disorder (PTSD) or traumatic brain injury (TBI). Elements of the new GI Bill have increased students' enrollment and reduced their financial burden, putting access to higher education more within reach. It is critical for student affairs professionals to implement a campus plan of action in preparation for this growing student population.</p>	<p>336 Telling Our Story, Having Our Say: The Narrative Project – A Model For Retention</p> <p> Marriott Michigan/Michigan State Joi Lewis, Mills College Toni Blackwell, Mills College Sabrina Kwist, Mills College Courtney Young-Law, Mills College</p> <p>This interactive program blending theory, research, and praxis includes data sharing, writing, and interactive programs. This program will share ways to use assessment as liberatory practice, linking student voices to assessment. Participants will gain insight from a multimodal narrative pilot project created at Mills College, using student narratives to both strengthen community and generate aggregate data regarding sense of belonging and persistence. The 'Narrative Project' highlights the importance of providing forums where students can craft, articulate, and re-author their stories. Participants will learn specific strategies, constructs, and policy implications that can be adapted to their home campuses.</p>	



337 The 'Lost Boys' of Higher Education
 Marriott McHenry
 Marilyn Harvey, San Diego City College

Ten African American men, who began their college career in Basic Skills courses at an urban community college in California and successfully transferred to a four-year college or university, shared their life stories through that process in this case study. Their experiences differed from the literature in peer group interaction and definition, in their social and extra-curricular engagement, and in their faculty relationships. Participants used metaphors and poetry to make meaning of their experiences and largely attributed their success to self-determination. They embraced the bootstrap philosophy even though their college preparation, for the most part, left them with no boots.

338 The Impact of Alcohol on Student Retention
 Sheraton Superior A
 Cindy Berg, Outside The Classroom
 H. Wesley Perkins, Hobart and William Smith Colleges
 Lewis Sanborne, Noel-Levitz
 Michael Shonrock, Texas Tech University

In today's economic climate, student retention is a key strategic priority at public and private institutions alike. However, there is a dearth of research analyzing the relationship between high-risk drinking and retention. This session will explore how alcohol-related attrition is keeping institutions from achieving their retention goals, with discussion focused on ways student affairs professionals can measure and address the impact of alcohol on student persistence.

339 The NASPA Foundation - Recognizing Legacies and Moving the Profession Forward
 Sheraton Ohio
 Linda Kuk, Colorado State University

The NASPA Foundation supports the discovery of new knowledge through research and innovation in student affairs. This is achieved through a commitment to funding selected research proposals submitted to the Foundation annually from all members of the field. This session outlines the procedures and processes for applying for funding. Graduate students, faculty and administrators are encouraged to attend.

340 Using Accessible Technology to Heighten Student Engagement
 Marriott Grand Ballroom Salon
 Matt Fulmer, Washington University in St Louis
 Brittney Roetzel, Washington University in St Louis

Twitter. YouTube. Facebook. By now most of us are familiar with these social media outlets, though we may not have considered the full range of uses for such tools in engaging students. This program examines several practices currently employed at Washington University that utilize accessible technology to meet well-defined learning outcomes. Understanding the importance of meeting students where they are, we will consider how virtual interactions complement face-to-face interactions in an effort to heighten student learning and engagement.

341 We Do What?! Challenging and Supporting Campus Traditions
 Marriott O'Hare
 Vicki Dobiyanski, Texas A&M University
 Sonja Ardooin, Texas A&M University
 Krista Bailey, Texas A&M University

Fires, binge drinking, and pond hopping, OH MY! As student affairs professionals, we often think, 'We do what?!" on our campuses. Students and staff across the country are leaving their legacy and being the movement to embrace current campus traditions, develop new traditions, and discourage negative traditions. Join us for a conversation on best practices of working with traditions in higher education. This session will give you a critical eye for reviewing your campus culture.

342 When Johnny & Janie Come Marching Home: Serving Student Veterans
 Marriott Chicago H
 Beverly Bower, University of North Texas
 Mona Hicks, University of North Texas

In August, a new G.I. Bill took effect. Military personnel with at least 90 days service post September 11 will qualify for these benefits, including 1.6 million combat veterans. With the current economic environment, we can expect to see large numbers of veterans in future student populations. This program will provide the opportunity to discuss the challenges involved in supporting the success of student veterans, the implications for institutions of an influx of student veterans, and best practices that are evolving in meeting their needs.

343 YMCA Footprints: Leaving a Trail for Student Affairs, 1858-1940
 Marriott Chicago G
 Dorothy E. Finnegan, *The College of William and Mary*
 Nathan F. Alleman, *The College of William and Mary*

The recognized history of the student personnel movement has long overlooked the vital contribution of campus YM-YWCA student associations. Prior to the professionalization of the field in the 1920's and 1930's, the campus Y associations initiated on a voluntary basis many of the programs presently considered to be a part of student affairs. Our historical analysis reveals a symbiotic model of student environmental sensitivity and activism on one side, and administrative structure and resources on the other that persists to this day.

344 Corporate Presentation: Fostering Civic Engagement through the Collegiate Readership Program
 Sheraton Michigan B
 Diane Barrett, USA Today
 Lorrie Brown, Indiana University, Purdue University - Indianapolis
 Katie Pesha, USA Today
 Marlesa Roney, University of Kansas Undergraduate Students, Cornell University & Michigan State University
 Karen Whitney, Indiana University, Purdue University - Indianapolis

Student affairs leaders are challenged to develop civic minded students on their campuses. A panel discussion of SSOAs and students from IUPUI, University of Kansas, Cornell University and Michigan State University will share innovative ideas on how the Collegiate Readership Program is being used to advance civic engagement at their universities. Attend this session to see how students implemented their readership programs, how it is being integrated into the classroom and how it connects to Learning Reconsidered.



Tuesday – 11:00 a.m. - 12:15 p.m.

345 Academic and Student Affairs Partnership for Improving Retention
Univ. of Chicago Gleacher Ctr. 300
David Jones, University of Alabama
Jennifer Jones, University of Alabama

Retaining students continues to be a major focus of colleges and universities. Beyond the financial implications, there is the academic goal of persistence toward graduation as a key element of many institutions' missions. However, what do you do when your students are leaving? The University of Alabama developed a comprehensive approach to improving student retention through an Academic and Student Affairs partnership. Attendees will learn steps to tackle this issue and will learn strategies to implement on their campus.

346 Building a Bridge Between Town and Gown
Marriott Addison
Dan Ryan, University at Buffalo
Kim Griffio, International Town & Gown Association

This program will expose participants to the International Town & Gown Association, (ITGA) - a membership-based, non-government organization, whose purpose is to become the primary information resource point for common issues between institutions of higher learning and the communities in which they reside. It will explore a case study of an institution which created an office for this purpose in the last two years, as well as look at best practices from institutions who have had programs in place for years.

347 Creating a Healthy Learning Community: Marketing & Collaboration
Univ. of Chicago Gleacher Ctr. 200

Torrey Trust, UC San Diego
Jerry Phelps, UC San Diego

During changing times, it is more important than ever to maintain a healthy, balanced lifestyle. Students that take steps to improve their well-being perform better academically, make the most out of their college experience, and develop lifelong healthy habits. In this program, you will learn about student well-being and how to improve it. You will learn how brand and market wellness and how to work with the Student Affairs departments at your university to develop a healthy learning community and make wellness a campus-wide priority.

348

Creating, Assessing, and Utilizing Peer Educator Outcomes
Sheraton Mississippi

Matthew Wawrzynski, Michigan State University
Carl LoConte, Michigan State University
Emily Straker, Michigan State University

Do you use peer educators on your campus or are thinking about using them? This interactive presentation will illuminate the benefits of peer education on peer educators themselves specifically focusing on gains reported by peer educators at over 200 institutions. Presenters will share results and implications from the National Peer Educator Study from over 1500 peer educators. Participants will further their knowledge on creating and assessing outcomes for peer educators and will develop strategies to improve student affairs practice.

349

Dr. Mom: Achieving Life Balance as a SSAO and Mother

Univ. of Chicago Gleacher Ctr. 408
Marita Labedz Poll, University of Massachusetts Boston

What do you get when you combine your responsibilities at home as a mother with your role as a senior student affairs officer who is taking courses to complete her doctorate? Too often the result is a life out of balance! This interactive program will explore research on working mothers as well as life balance theory and apply it specifically to women working in student affairs and especially to those women who aspire to and currently serve in the senior role within a division of student affairs. Discussion and development of a personal life balance plan will be encouraged!

350

Effective Strategies for Promoting Engagement Among "sophoMOREs"

Marriott O'Hare
Daniel Stypa, University of Tennessee, Knoxville
Terrell Strayhorn, University of Tennessee, Knoxville

Sophomores face many issues during their second year of college, yet have traditionally received little support to assist them in their development and progression towards graduation. As a result, these students may experience the 'sophomore slump' and become disengaged from their college experience. In this session, presenters will summarize what's known from research about the sophomore year, identify challenges that sophomores face, and delineate ways in which colleges can promote student success by engaging second year students in meaningful activities.

351

Engaging Students in Global Issues: Stories and Lessons
Marriott Chicago C

Shirley Hoogstra, Calvin College
Carissa De Young, Calvin College
Michelle Fraser, Calvin College
Rebecca Garofano, Calvin College
Ashley Luse, Calvin College
Erin O'Connor, Calvin College
Danielle Sheffield, Calvin College
Brendan Snyder, Calvin College

Drawing from their experiences of founding and organizing (1) a major conference on international development and (2) a student club that consults with struggling businesses in Panama, student leaders and the college professionals who support them will share their stories of creating student movements on campus. Through simulation, video, discussion, and lecture, they will share the history, joys, challenges, and evolution of the programs that result when students follow their passions and take the initiative to get students involved in responding to global injustice.

352

Finding CommonGround: Promoting Cultural Diversity & Understanding

Marriott Purdue/Wisconsin
Robin Routenberg, University of Michigan
Taryn Petryk, University of Michigan
Elizabeth Thompson, University of Michigan

Founded in 1988, The Program on Intergroup Relations (IGR) at the University of Michigan fosters cross-cultural awareness and understanding through intergroup dialogue courses. In fall 2006, IGR created a set of programs functioning outside of that sustained classroom construct. This session discusses the first and largest of these programs, the CommonGround workshop program, and how it promotes the self-authorship and intercultural maturity. This session is especially useful for staff exploring innovations in social justice education.

353

Global Ambassadors Program: Culture, Classroom & Community

Univ. of Chicago Gleacher Ctr. 206
Katharine Wormus, Colorado State University
Daniela Cigularova, Naperville Cultural Center

Global Ambassadors Program (GAP) is an outreach initiative connecting international university students with public schools & community organizations through informal cultural presentations. GAP increases cultural understanding and global competence while providing civic engagement opportunities for college student volunteers. During this session, student affairs professionals will learn how to create, market, & facilitate a similar program at their institutions including how to utilize the program for student recruitment & retention.

11:00 a.m. - 12:15 p.m.

Tuesday, March 9



<p>354 Going Global - Where to begin: Preparing for opportunities abroad   <i>Sheraton Mayfair</i> Tadd Kruse, <i>American University of Kuwait</i> Kevin D'Arco, <i>Texas A&M University</i> Ashley Edwards, <i>Illinois State University</i> Damian Medina, <i>American University of Kuwait</i></p> <p>In a post September 11th global society, higher education has experienced rapid growth abroad, opening up opportunities around the world for student affairs. This session will assist attendees in exploring factors pertinent to work opportunities abroad. Through an interactive presentation and discussion participants will obtain firsthand knowledge of benefits and challenges of life as an expat. Topics will include types of international institutions, resources, preparatory processes, and cultural issues making sure you know 'where to begin.'</p>	<p>356 Guiding the Quarterlifer's Search for Meaning  <i>Marriott Clark</i> Michele Murray, <i>Seattle University</i> Robert Nash, <i>University of Vermont</i></p> <p>What is the meaning of my life? Who am I? Where am I headed? These are the questions of the 'quarterlife crisis.' In this interactive session we will work together to identify ways to assist students in meeting the meaning challenges they face. Based on their new book, presenters will offer a theory of meaning-making stages in the quarterlife and discuss innovative pedagogies to guide students to meaning.</p>	<p>359 If They Build It, They Will Come: Engage & Develop Student Leaders  <i>Sheraton Huron</i> Gillian Grevstad, <i>University of British Columbia</i> Shannon Sterling, <i>University of British Columbia</i></p> <p>How often do we hear, 'I wish I had known about this opportunity sooner'? How can we involve our students when they begin college? The University of British Columbia will share its approach for developing engaged students by connecting and exposing them to leadership opportunities in their first year. As a large research-intensive, commuter campus, the Students' Emerging Leaders Program provides a framework for students to participate in meaningful, challenging, and personally relevant activities.</p>
<p>355 Great Expectations: Preparing First-Year Students to Expect the Best   <i>Sheraton Michigan A</i> Shavette McGhee, <i>Lewis & Clark College</i> Rachel Orlansky, <i>Lewis & Clark College</i></p> <p>In the summer of 2009, 48 incoming college students from historically underrepresented populations participated in the first Lewis & Clark College Great Expectations Retreat. In order to ease the transition to life at Lewis & Clark, a private, predominantly White institution located in the Pacific Northwest, several offices on campus within the division of student life and the dean of the college of arts & sciences, organized an experiential three-day coastal retreat filled with academic planning, peer connections, and team-building sessions. Our goals were threefold; participants were to; (1) Form bonds with each other, the peer mentors, and staff; (2) Identify appropriate resources on campus to assist them both academically and developmentally; and (3) Develop college success skills. The success of this retreat was assessed in a variety of ways, both short and long term. Initial satisfaction surveys and focus groups indicate tremendous success regarding student learning and engagement for this first annual Great Expectations Retreat. This session will cover the program planning and buy-in (including budgeting tactics for a new program which is very relevant in these tough economic times), program implementation, and assessment of this very successful retreat.challenges of life as an expat. Topics will include types of international institutions, resources, preparatory processes, and cultural issues making sure you know 'where to begin.'</p>	<p>357 Helping Students Find Their Voice: A Model for Advocacy  <i>Sheraton Missouri</i> Sarah Tetley, <i>Webster University</i> John Buck, <i>Webster University</i> John Ginsburg, <i>Webster University</i> Ted Hoef, <i>Webster University</i></p> <p>Learn how you can advance student advocacy and collaboration on your campus. Presenters will share information about a successful program called the Delegate's Agenda, which involves student government and organization leaders using a collaborative process to identify a list of issues, develop persuasive presentations, and engage in a dialogue with campus administration to affect positive change. Attendees will have the opportunity to share their ideas and discuss how they might adapt a model like this on their campus.</p>	<p>360 Leadership Legacies: Influences of Formal Leadership Programs  <i>Sheraton Ballroom II</i> John Dugan, <i>Loyola University Chicago</i> Christopher Bohle, <i>Loyola University Chicago</i> Matt Cooney, <i>Loyola University Chicago</i> Matt Gebhardt, <i>Loyola University Chicago</i> Meghan Hofert, <i>Loyola University Chicago</i> Emily Wilk, <i>Loyola University Chicago</i></p> <p>This presentation examines the relationship between participation in formalized leadership programs and students' capacities for socially responsible leadership. There is a breadth of knowledge about student involvement in general, but a dearth of research regarding the types of formalized leadership programs (e.g., workshops, retreats) that best leverage student learning and development. This interactive workshop will present emerging findings on the most influential types of leadership programs as well as engage participants in a dialogue along with a panel of scholar and practitioner respondents about implications for practice.</p>
<p>358 I Am Not My Hair...Or Am I? Exploring Professionalism for Black Men  <i>Sheraton Superior B</i> Kevin Dougherty, <i>The University of Arizona</i> Aaron Hart, <i>American Campus Communities</i></p> <p>Long or short hair? Straight or curly hair? Facial hair or clean shaven? What is 'professional appearance' and what is inappropriate? Is there a certain look of professionalism, and if so, who makes the rules? This program will utilize research on racial identity theory to provide context for an interactive discussion exploring how student affairs defines professional appearance for Black men.</p>	<p>361 Non-Traditional Professional Development for SSOAs  <i>Sheraton Ballroom I</i> Ellen Heffernan, <i>Spelman & Johnson Group</i></p> <p>Senior Student Affairs Officer Roundtable</p> <p>This session will focus on the wealth of resources outside of higher education that offer professional development. The presenter will focus on non-traditional professional development and ways to improve knowledge, skills, and networking contacts.</p>	



362 Of Roots and Wings: The FALCON Legacy of New Professionals



Sheraton Ohio

Keith O'Neill, Bowling Green State University

Deanna Vatan Woodhouse, Bowling Green State University

Edward Whipple, Bowling Green State University

Falcons are the mascots of BGSU and are Front-Area Leaders and Central Office Interns in its division of student affairs. An appreciation of our profession takes root as student seeds of leadership grow on campus, and FALCONS see student affairs from a bird's-eye perspective. Such roots strengthen learning, and FALCONS spread academic and professional wings toward formal graduate preparation. Presenters describe how such roots and wings help undergraduates join the legacy of advancing the profession through advising, tradition, and engagement.

362a "One Size Does Not Fit All"



Marriott Indiana/Iowa

Katrina Whitney, Central Washington University

Keith Champagne, Central Washington University

In an attempt to serve today's students in an ever-changing, increasingly diverse and fiscally unpredictable climate, Central Washington University Student Affairs implemented an innovative and inclusive model ('Student Driven'-'Student Agency') to serve all of its students. In this presentation, participants will learn about this program model and how similar strategies could be implemented on their campuses.

363 Partner with Parents & Families: Impact Institutional Culture



Sheraton Superior A

Jody Donovan, Colorado State University

Kacee Collard Jarnot, Colorado State University

Institutions view parents and families in a variety of ways: dollars (development focus); clients (public relations focus); headaches (reactive focus); or partners (programs and services focus). Learn tips and tools about how to positively impact your institution's philosophy on working with parents and families to improve recruitment, retention and relationships.

364 Pay It Forward: Moving the Campus Towards LGBTQIA Inclusion



Marriott Michigan/Michigan State

Steve Jacobson, University of the Pacific

Eric Dingler, University of the Pacific

Kathy Hunter, University of the Pacific

In the last 40 years, the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Ally community on college campuses have achieved significant accomplishments towards equality. Even so, some still face challenges due to existing traditions, misconceptions, and lack of support. This session will explore how one University created a movement towards a more inclusive campus environment, review the critical elements needed for a successful transition and review how Student Affairs professionals can 'pay it forward' to foster change.

365 Invited Feedback Forum on a Shared Set of Professional Competency Areas



Marriott Chicago B

Marilee Bresciani, University of California, San Diego

Stephanie Gordon, NASPA

Dwayne Todd, Columbus College of Art & Design

NASPA and ACPA have formed a joint task force to build on existing association work and published research to posit a shared set of competency areas that would inform the design of professional development opportunities for all student affairs professionals. If you are interested in offering feedback to the joint task force on their current DRAFT set of competency areas, please join us in this session that will offer opportunities for your thoughts and ideas to be heard through a facilitated small group activity.

Be the Movement Session

366 Revisiting the Mills College Strike



Marriott Northwestern/Ohio

Lisa Waits, Mills College

Laurie Silver, Prescott College

Courtney Young-Law, Mills College

Twenty years ago in May 1990, Mills College students called a strike and shut down this western women's college for 16 days. The board of trustees had decided to dramatically change the mission of the institution from educating only women undergraduates to admitting men to the undergraduate programs. The students said 'No.' During the 16-day closure of the college, the student leaders successfully turned the tide of conventional wisdom and fiscal concerns of the decision makers. Today, Mills College remains a women's college with a stronger-than-ever undergraduate student. The presenters will explore the impact of student affairs leaders using social justice principles to support student protest and will use the Mills College student action as an example of the importance of listening to the primary stakeholders of our institutions, namely current and former students.

367 Seek Similarities, Understand Differences, Celebrate Diversity



Univ. of Chicago Gleacher Ctr. 400

Michael Marion, Radford University

Brittney Heinrich, Radford University

Today, an increasing number of students with disabilities attend American universities, and these students present some unique challenges. Most universities adequately address the physical and academic supports. However, students with disabilities who are entering a postsecondary setting are savvy consumers of the educational systems, and are expressing a need for additional support through transitional services, life skills strategies, and social/group support. At Radford University, a new program has emerged called the Center for Diversity and Inclusion to address these needs. This program goes beyond the standard by providing an inclusive social environment for students with disabilities to encourage participation and creation of strong social support networks without the stigma of being service for students with 'disabilities.' The program's theoretical design, supporting research, practical development considerations, and data from initial outcomes research will be presented, as well as areas for future growth will be discussed.



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| <p>368 Sexual Assault & Consent: Educating Our Campus Population
  Marriott Armitage
 <i>Jason Casares, University of Arizona</i></p> <p>College women are at higher risk for sexual assault than their non-college-bound peers. Five percent of all college women become victims of rape (either completed or attempted) in a given 9-month academic year (Karjane, Fisher, & Cullen, 2005). Sexual assault on campus is a complicated problem and critical issue without an easy solution. Campus and community constituencies can work together to provide comprehensive programs, educational outreach, and innovative campaigns to prevent and mitigate campus sexual assault through peer components and bystander intervention.</p> | <p>371 The Organizational Political & Cultural Realities of our Work
  Marriott Halsted
 <i>Jeremiah Shinn, Boise State University</i>
 <i>Noah Borton, Eastern Michigan University</i>
 <i>John Duncan, University of Oregon</i></p> <p>In the pecking order of the ivory tower, Student affairs professionals often find themselves in the unenviable position of heightened expectations in the face of cuts to already insufficient human and fiscal resources. With a dearth of buy-in from our cross-campus partners, it can be a struggle to enact necessary institutional changes. The first step toward changing the current reality is to construct an objective awareness of it. This session will provide an overview of the organizational, political and cultural realities of student affairs practice and its interface with other elements of higher education. Further, it will provide graduate students and new professionals with a framework for making sense of their own unique institutional environment.</p> | <p>374 Understanding Parents & Families: A Research & Literature Update
  Marriott Chicago G
 <i>Cara Appel-Silbaugh, University of California, San Diego</i>
 <i>Angela Watson, UMass Dartmouth</i></p> <p>Contemporary media sources report on parent and family involvement and today's college students, yet most of it is anecdotal. Research exists on the current generation of students, their parents/family members, and how those relationships have evolved, changed, or remained the same. This presentation will share current research-based data regarding parents and family members enabling those working in higher education to have an accurate and reliable source of information to work effectively with their parent and family communities.</p> |
| <p>369 Student Affairs Preparation Programs Around the World
  Marriott Chicago F
 <i>Roger Ludeman, International Association of Student Affairs and Services</i>
 <i>Christopher Silva, Qatar Foundation</i>
 <i>Carney Strange, Bowling Green State University</i>
 <i>Jose Manuel Antonio M. Tejido, Ateneo de Manila University</i></p> <p>Student affairs and services as a tertiary education concept takes on various forms around the world as does the preparation of practitioners in this field. This program will provide a summary of professional training and educational backgrounds of student affairs/services workers in North, Central, and South America; Europe and Asia; Africa and the Middle East; and Eurasia. Educational preparation and experience requirements will be discussed with participants who will be asked to share the situation in their countries.</p> | <p>372 The Success-Enabling Strengths of First-Generation Students
  Marriott Watertower
 <i>Pamela Peters, Cardinal Stritch University</i></p> <p>This presentation explores the experiences of African American and Mexican American first-generation students that led to the decision to pursue higher education. As university administrators seek out ways to improve enrollment and retention through a variety of multicultural programming initiatives, this session offers a holistic understanding of the backgrounds, qualities and characteristics that follow this population to the college campus. Interactive discussion, as well as a short video featuring the participants will be incorporated into the session.</p> | <p>375 Using Assessment Data Across All Levels of Campus Housing
  Univ. of Chicago Gleacher Ctr. 308
 <i>Jim McMahon, Marquette University</i>
 <i>Mary Janz, Marquette University</i>
 <i>David Jones, University of Alabama</i></p> <p>Should assessment look differently for the various levels within housing? The information shared for each level of housing should be tailored to match the audience's needs and interest. Learn about the choices we make in effective reporting for all housing constituencies including residents, student staff, hall directors/area coordinators, housing administration, and to upper administration. The presenters will discuss their experiences as well as offer strategies for sharing assessment up and down the ladder and across divisional lines.</p> |
| <p>370 The Impact of Group Process on Students' Multicultural Awareness
  Sheraton Ontario
 <i>Susan Iverson, Kent State University</i>
 <i>Tracy Lara, Kent State University</i></p> <p>As colleges and universities are becoming more racially and culturally diverse, student affairs professionals will need to be prepared to respond to and support students from diverse backgrounds. More specifically, some (Pope, Reynolds, & Mueller, 2004) argue for practitioners to demonstrate multicultural competence, inclusive of awareness (of self and the impact it has on others), knowledge (of diverse cultures and groups), and skills (ability to openly discuss differences). This session will share findings from a research project designed to assess the impact of reflective writing and interpersonal group process on the development of graduate students' multicultural competence; will engage participants in discussion about the challenges and possibilities for implementing these curricular strategies and development students' multicultural competence; and will provide practitioners will insight into how to develop and improve programs to promote cultural understanding.</p> | <p>373 Through the Looking-Glass: Emerging Trends in Student Affairs
  Marriott Chicago H
 <i>Eileen Merberg, Buffalo State College</i></p> <p>What motivated you to enter student affairs? We all have stories of how we came to realize it might just be our calling. As you think about what led you here, think also about what the future holds for you. Join us for a brief journey into the past, and a discussion of what lies ahead. We'll present an entertaining and emotional slideshow highlighting the evolution of student affairs, and will discuss emerging trends in the field and how to stay current.</p> | <p>376 Using the Art of Counseling to Enhance Student Support
  Sheraton Arkansas
 <i>Ruth Harper, South Dakota State University</i>
 <i>Nona Wilson, St. Cloud State University</i></p> <p>Increasing numbers of students with mental health concerns and developmental issues pose opportunities and challenges to most student affairs professionals today. This session presents counseling-based concepts and strategies that non-counseling student affairs professionals can implement without crossing the line into therapy. A panel of professionals who wrote case studies for a new NASPA collection offers examples that integrate student development and counseling theories and lead discussion.</p> |





377



Walking the Line: Student Empowerment and Social Justice

Marriott Belmont

Pablo Mendoza, *University of Missouri*
 Farouk Aregbe, *University of Missouri*
 Ryan Black, *University of Missouri*
 Laura Hacquard, *University of Missouri*
 Donell Young, *University of Missouri*

Before change comes: the sit ins, the protests, the lists of demands, the marches, campus tension, and heated exchanges. 'Walking the Line' provides an opportunity for participants to examine the roles of administrators and students in campus activism. The program will focus on the active, but not activist, role of staff, and on ways to empower students, discussing best – and worst – practices from the MIZZOU experience, and encouraging participants to reflect on and share their own experiences.

378



When Racism and Sexism Collide: Common Issues and Lessons Learned

Marriott Grand Ballroom I

Kathy Obear, *Social Justice Training Institute*
 Vernon Wall, *Social Justice Training Institute*
 Jamie Washington, *Social Justice Training Institute*

Too often strategic plans for creating inclusive campus communities fall short due to interpersonal conflicts among key campus leaders. A common place where misunderstanding and triggering events occur is between white women and black men. Come explore the predictable dynamics and pitfalls while we identify crucial steps and tools for creating true partnerships for creating systemic, sustainable change.

379



Why a Master's Degree in Student Affairs

Sheraton Colorado

Saran Donahoo, *Southern Illinois University Carbondale*
 Tamara Yakaboski, *Southern Illinois University Carbondale*

Faced with a poor job market and increased competition, many bachelor's degree holders are choosing to attend graduate school. While generally good news for higher education, not all of these new students enter post-baccalaureate programs either focused on or truly interested in graduate academic work. Centered on the master's degree in student affairs, this research examines why students attend and what they hope to gain from entering graduate school.

380



Women's Perceptions of the SSAO Job Search Process

Univ. of Chicago Gleacher Ctr. 306
 Julie Payne-Kirchmeier, *Southern Illinois University Carbondale*

Career advancement to the senior student affairs officer (SSAO) role for women in student affairs is fraught with unique challenges. While several studies have been conducted on career advancement for women student affairs professionals, specific concentration on the SSAO job search process has not been the focus of recent study. Recently, Dr. Julie Payne-Kirchmeier defended her dissertation entitled, 'Women Administrators' Perceptions of the Senior Student Affairs Officer Job Search Process.' Come learn about her research and the findings of this study, as the information is useful for both women student affairs professionals seeking the SSAO role, and for colleges and universities conducting SSAO searches themselves.

381



Corporate Presentation: Campus Dining Goes Green: From Community to Zero Trans Fats

Sheraton Michigan B
 Stacey Shaw, *Chartwells*

Campus dining programs have incorporated socially responsible practices into operations through purchasing and external programs. Students expect schools to 'go green' seamlessly and dining services is often one of the key markers for socially responsible practices.

Tuesday – 12:30 p.m. - 1:45 p.m.

382



A Common Ethos for Student Adjudication and Advocacy

Marriott Halsted

Sarah Howard, *Purdue University Calumet*
 Shannon Hamel, *Purdue University Calumet*

This programs will introduce the Model of Care and Learning that is used in both judicial and advocacy functions. One might assume that these two functions are so different that a common philosophy is not used. We have found quite the contrary. Case studies from both functions will be shared using this common ethos. The office of the dean of students at Purdue University Calumet houses both the advocacy and adjudication functions, and employs an ethos of care and learning for dealing with both. When adjudicating student discipline and when advocating for students the goals are to promote responsibility for one's behavior and actions, and to also promote the acceptance of the consequences of both behavior and actions. These goals are the cornerstone of a caring and learning approach to both student discipline and student advocacy. The questions, 'What have you learned from this decision?' and 'What might you have to experience as a result of this choice?' are frequent questions used to help students develop and improve psychosocial competencies. Chickering's seven vectors are used within these two functions as a backdrop for teaching students about developmental issues while also helping them to navigate rules, regulations, civil engagement, problems, emotions, etc. The seven vectors are very appropriate with the students we work with on a daily basis.

383



Affective vs. Cognitive Learning: Fraternity/Sorority Experience

Sheraton Huron

Cassie Gerhardt, *University of North Dakota*
 Deb Boykin, *College of William and Mary*
 Darlena Jones, *Educational Benchmarking (EBI)*

How does the living environment of fraternity/sorority members impact those students' learning outcomes? This program will explore results from the AFA/EBI Fraternity/Sorority Assessment, a national assessment of the fraternity/sorority experience, to show the relationship between satisfaction with members' living environment and learning outcomes like principled dissent and collaboration. In addition, two campuses will provide context to this research by discussing their fraternity/sorority programs and steps taken to improve the experience.

12:30 p.m. - 1:45 p.m.

Tuesday, March 9



<p>384 Be the Potent Force for Social Change  Univ. of Chicago Gleacher Ctr. 200 Asra Kamal, Adler School Jo Beth Cup, Adler School Dr. Laura Kunard, Adler School Dr. Lynn Todman, Adler School</p> <p>It's not hard to imagine. All you have to do is turn on the TV and you'll see images of today's world facing unprecedented economic, social, and ecological challenges. What types of proactive efforts are being made to help students make better decisions as they learn about social justice? What can student affairs professionals do to address social change in the world? How can universities teach students about structured disadvantage - the idea that human welfare is heavily influenced by social, political, and economic context and that addressing disadvantage requires identifying and tackling its underlying structural origins. Come hear what the staff at the Adler School and the Institutes for Social Change are doing to both proactively and reactively address these questions. We will explore some elements of community psychology, identify ways of producing socially responsible graduates, and give examples on how to create a potent force for social change on your campus.</p>	<p>386 Boys will be Boys: Hegemonic Masculinity on Men's Development  Sheraton Erie Sharon Chia Claros, Loyola University Chicago Alissa Eischens, Loyola University Chicago Tim Love, Loyola University Chicago Michael McKeon, Loyola University Chicago</p> <p>Boyhood: boys struggle to cope with the mixed messages, conflicting expectations, and increasingly complex demands they receive from our evolving society. Guyland: middle-class adolescence totally confused and cannot commit to their relationships, work or lives. Seemingly perplexed by the complexity of manhood and responsibility, young men submit to Guy Codes, where locker-room behaviors, sexual conquests, bullying, violence, and assuming a cocky jock pose can rule. How do these hegemonic 'masculine' acts affect the development of our men on campus?</p>	<p>389 Case Management: The New Movement in Behavioral Intervention  Marriott Watertower Jennifer Van Norman, Colorado State University Sherry Hazelwood, Virginia Tech Amy Powell, Duke University Erica Woodley, Tulane University</p> <p>Case management in student affairs was first instituted in direct response to campus violence, i.e., the shootings at Virginia Tech in April 2007 (and later at Northern Illinois, Louisiana Tech, and Delaware State) and the development of new case management positions have spurred a new field in higher education. Colorado State, Virginia Tech, Tulane, and Duke Universities came together as the 'original' student affairs case managers; they are the 'new kids on the block' in student affairs, and the future in managing student behaviors.</p>
<p>385 Black Women Navigating the White Institutional Experience  Univ. of Chicago Gleacher Ctr. 408 Kristina K. Bethea, University of Arkansas Elizabeth Warren, University of Arkansas Tamika Wordlow, University of Arkansas</p> <p>Personal testimonies of black women have shown they experience a predominantly white environment differently than their white colleagues and other people of color. Using qualitative research data, this presentation will explore several theories about the black woman's consciousness; how black women should navigate the predominately white institution; and discuss the role mentors, allies, and spirituality affect the predominately white institutional experience.</p>	<p>387 Building Partnerships for Parent & Family Programs  Marriott Addison Cara Appel-Silbaugh, University of California, San Diego Laura Page, University of Missouri Toni Tschan, University of California, San Diego</p> <p>Many higher education professionals consider the philosophies of teaching and learning and that of development/fundraising at odds. At UC San Diego, an innovative and progressive approach was taken to mesh both philosophies and priorities with a specific focus on working with parents and family members. The two directors charged with growing a parent and family 'student affairs' program and parent and family 'giving' will describe their successes and challenges in meshing philosophies and goals.</p>	<p>390 Check Your Privilege: Social Justice LGBT Ally Development  Marriott O'Hare Doris Dirks, Northwestern University E. J. Basa, Northwestern University Amy Pooley, Northwestern University</p> <p>At Northwestern University, the LGBT Support Network initiated a program using Edwards' Social Justice Ally Model (2006). In this session, presenters will discuss pre-and post-test StudentVoice survey results demonstrating that training targeting learning outcomes on power, privilege, oppression, and social justice ally significantly increased understanding of these concepts, as well as participants' confidence in their ability to open dialogue and to educate others on these topics. Information will be shared and discussed on how to develop this program on your campus.</p>
	<p>388 Campus Mental Health Services: What Happens in the Black Box?  Sheraton Mayfair Traci Callandrillo, American University Wanda Collins, American University</p> <p>Student affairs professionals can feel frustrated by the restrictions involved when interacting with counseling services. This program will review the factors inherent in providing these services in a higher education setting. We will identify the general mission of university counseling centers, the legal and ethical requirements that direct the delivery of service, and the common barriers to interoffice communication and collaboration. Opportunities for questions, practice sharing, and discussion will illustrate and operationalize solutions.</p>	<p>391 Contributing to the Legacy: Producing Research on Women by Women  Univ. of Chicago Gleacher Ctr. 300 Sharon Aiken-Wisniewski, University of Utah Susan Marine, Harvard University</p> <p>Women are immersed in all aspects of higher education. They are students, faculty, administrators, and practitioners in student affairs. Based on this presence, it is astonishing that published research on women in higher education is scarce. This presentation will focus on empowering women to let their voice and knowledge be heard through inquiry and publishing. It will include tools for developing a research project that will result in publishing articles that contribute to the scholarly literature on women in higher education.</p>





<p>392 Creating a Culture of Scholar-Practitioners: A Grassroots Effort Sheraton Ontario</p> <p> Karen Hall, Baylor University Jennifer Perkins, Baylor University Tim Powers, Baylor University Dave Rozeboom, St. Edwards University Frank Shushok, Jr., Virginia Tech</p> <p>Many professionals graduate from programs having benefitted from cohort experiences. Why not create our own 'professional cohorts'? This program will encourage student affairs professionals to create a culture of scholar-practitioners on their campus by providing a snapshot of one university's approach to promoting research, collaboration, and the integration of scholarship and practice through an intentionally designed scholar-practitioner peer group. You will leave this session prepared to begin your own scholar-practitioner group on your campus!</p>	<p>394 Experiential Learning: The Missing Element Sheraton Ballroom III</p> <p> Robert Shea, University of Newfoundland Diana Leadbeater, Memorial University of Newfoundland</p> <p>This interactive presentation details a research project (2009) that examined the impact of participation and non participation in an on campus, co-curricular, experiential learning placement. With 40 years of student persistence research as a foundation, this research focused on the development of an institutional model to enhance student services involvement in retention activities. An institutional model which incorporates experiential learning will be unveiled.</p>	<p>397 Freshmen Directions: GW's Guide to Personal Success (GPS) Program Marriott Purdue/Wisconsin</p> <p> Brian Hamluk, The George Washington University Andy Sonn, The George Washington University Toby Davidow, The George Washington University</p> <p>The George Washington University's Guide to Personal Success (GPS) Program pairs 2,400 new students with experienced university community members to assist in their personal, professional, and psychosocial development as they transition to campus. Learn how 500 guides (including the president, vice presidents, administrators, alumni, and student leaders) work with students individually to guide them so that they may, in true GPS fashion, navigate their new university community, adjust to their new home, and ultimately find their personal destination. This session will highlight the demonstrated need for this support system for first-year students, the creation of this new initiative on GW's campus, and current data collected in the first year of the program's implementation. The session will also focus on the numerous benefits for the entire university community by having hundreds of Guides more knowledgeable about the student experience and increasingly aware of University services and resources. This, in turn, creates a stronger University community through the combined efforts of welcoming, assisting, and transitioning GW's first-year students.</p>
<p>393 Developing a New Legacy of Discipline: The E.P.I.C. Journey Model Marriott Chicago F</p> <p> Jan Wilson McKinney, University of Texas at San Antonio Adriana Alicea-Rodriguez, University of Texas at San Antonio Marietta Em dela Rosa, University of Texas at San Antonio Jennifer Fueglein, University of Texas at San Antonio Christina Garcia, University of Texas at San Antonio Anne Jimenez, University of Texas at San Antonio</p> <p>Current trends at universities are to infuse the judicial process with meaningful encounters that take students on intentional personal journeys aimed at transforming decision-making patterns. The University of Texas at San Antonio has effectively accomplished this goal by assessing engagement with the university, personal development, interpersonal development, and community membership using multiple theoretical backgrounds. Learn about the E.P.I.C. Journey to move your institution's behavioral processes to the next level.</p>	<p>395 Faculty Partnership in Orientation for Underrepresented Groups Sheraton Superior A</p> <p> Joyce Stern, Grinnell College Mark Schneider, Grinnell College</p> <p>At Grinnell College, student affairs and faculty have been partnering since the early 90s to orient students of color, first-generation college students, and women to the sciences. Known most widely for its pre-orientation component, the Grinnell Science Project has been successful in transforming the sciences at Grinnell into an engaged learning community where all students feel welcome. Learn about a collaborative program with a 17-year history of transforming the educational experience for underrepresented students in the sciences.</p>	<p>396 Family And Self-Determination In Latino First-Generation Students Marriott Chicago C</p> <p> Pamela Peters, Cardinal Stritch University</p> <p>This interactive session explores the critical roles that family and self-determination play in college attendance for Latino youth who are first-generation Americans and the first in their family to go to college.</p>
		<p>398 Got Theory? Using Student Development Theory in Your Practice Marriott Armitage</p> <p> Karen Haley, Northern Illinois University David Duma, Northern Illinois University Lupita Martinez, Northern Illinois University Sarah Meaney, Northern Illinois University Joe Volin, Northern Illinois University</p> <p>The purpose of this session is to provide a fun and non-threatening environment for students and new professionals to test out their ideas about applying theory to practice. An interactive scenario will be presented, the audience and the panel will discuss a variety of theories to address the issues, and the audience will determine the best theory configuration.</p>

12:30 p.m. - 1:45 p.m.

Tuesday, March 9



<p>399 Help From Our Friends: Case Management And Student Affairs   <i>Sheraton Ballroom II</i> Sharrika Davis, Virginia Tech 'Case Management' and 'crisis' are common terms in higher education, especially in light of recent tragedies on several college campuses. Practitioners employ case management in our daily work with students. Competent and empowered student-citizens are the profession's living legacy. Participants in this session will: explore similarities between student affairs and other helping professions; share examples of case management in student affairs; and discuss how case management best practices may inform student affairs work.</p>	<p>402 Improving Retention Rates and Success Among African American Men  <i>Sheraton Michigan A</i> Darryl Holloman, Columbus State University Jones Darlena, Educational Benchmarking (EBI) Rachell Kelvin, University of South Carolina-Aiken Shorts Toby, University of Missouri-St. Louis Campuses have struggled to better understand the retention issues surrounding African American men. While many campuses collect data regarding this population, many struggle with understanding how to use that assessment data to create effective programs and policies. This presentation will explore student success and retention trends of African American men from a national data set and provide perspectives from three universities on the programs and policies implemented specifically to encourage higher retention rates for this population.</p>	<p>404 Living a Legacy, Building a New Generation of M.A.L.E.S.  Marriott Great America Franklin Soares, Morehouse College Kendall Exume, Syracuse University Darren Hargrove Kelvin Harris, University of Maryland Baltimore County David Jones, University of Massachusetts Lowell M.A.L.E.S.(Men Achieving Leadership, Excellence & Success) was established at Eastern Connecticut State University and designed to develop vision, leadership, brotherhood, civic engagement, and academic achievement for men of color. Since its inception, the organization has become the fabric of today's college male student of color and proven to be successful with its expansion on multiple campuses, program-based and community development initiatives, and the implementation of a student engagement and leadership model that promotes excellence. This session will enrich attendees with the development, engagement, expansion, and success of M.A.L.E.S. Presenters will offer best practices for organizational establishment, involvement, development, and expansion.</p>
<p>400 High Impact! Undergraduate Research & Underserved Populations  <i>Univ. of Chicago Gleacher Ctr. 400</i> Tiffany J. Davis, Bowling Green State University Undergraduate research as a high-impact educational activity has the potential to transform our students, universities, and communities for the better! But little has focused on the engagement of underrepresented minority, low-income, and first-generation students in undergraduate research. Participants will learn about how student affairs professionals can play a critical role in encouraging and educating these students in research opportunities, as well as best practices for intentionally designing and supporting an inclusive program curriculum.</p>	<p>403 Inspiring the Best: Maximizing Human Resources at Small HBCUs  <i>Sheraton Arkansas</i> M. Emilye Mobley, Doctoral Student, UNC Greensboro Rachel Pridgen, Doctoral Student, Bennett College for Women Historically Black Colleges and Universities have a critical place in higher education...a mission that cannot be administered by any other educational body. Unfortunately, a number of these colleges (along with other small private institutions) operate under significant financial restrictions. Given the current economic climate, many institutions have been required to restrict costs. At schools where fiscal and human resources are already limited, the current economy has an even greater impact. At many small private colleges, the departments in student affairs (and other areas) are managed by one person with no administrative support. These colleagues are still expected to provide quality programs and services with minimal resources. Additionally, there are no resources for professional development, but the expectation is that these professionals stay current and respond to critical issues on their campuses and in the lives of their students. This includes leading by example and motivating and inspiring staff. This program will assist student affairs administrators in developing strategies for inspiring maximum performance among their staffs based on Kouzes and Posner's Leadership Challenge. Recommendations for staff development opportunities and processes that have been implemented by the presenter and proven successful will be provided using case study analysis and group discussion. Because HBCUs are a part of higher education's legacy, enhancing the practice of student affairs at these institutions is critical, even in seasons of economic challenge.</p>	<p>405 Moving Beyond Satisfaction: Assessing Learning in Staff Training  Marriott Chicago G John White, StudentVoice Steve Briggs, Western Kentucky University Residence life programs are beginning to move beyond satisfaction and tackle the challenge above using different tools and methods and learning along the way. This session will provide participants with an overview of how the development and assessment of learning outcomes in staff training can create an environment of accountability and enhance the student experience. The session will also highlight how assessment of learning has become a learning tool itself for student staff and a pathway for developmental moments for professional staff.</p>





<p>406 Moving New Students to Action: Instilling a Legacy of Service  <i>Marriott Chicago H</i> Kirstine Odegard, California Lutheran University Kristin Price, California Lutheran University</p> <p>This presentation will focus on the development of an off-campus service project for all incoming students during new student orientation. Collaboration with local governments played a key role in establishing a successful legacy for the city government and the institution. The presenters will share the successes and challenges of coordinating a one-site service project for 600 new students, upperclassmen mentors, faculty, staff, and university cabinet members. Furthermore, presenters will introduce two years of data on student learning and discuss the attempted integration of academic and co-curricular service-learning practices and philosophies that are inherent to this undertaking. In addition, workshop attendees will have the opportunity to engage in discussions and brainstorming sessions regarding how to foster key relationships, seek resources, and apply learning outcomes and student reflection.</p>	<p>408 Overcoming Resistance to Diversity Dialogue and Training  <i>Marriott Belmont</i> Mark Davis, Pepperdine University Tabatha Jones, Pepperdine University</p> <p>Significant research supports the notion that diversity within the educational experience yields positive outcomes; but at many universities, faculty, staff, and students are uncomfortable with terms like diversity. Recognizing that packaging can be a barrier, this session will be an invigorating discussion about engaging influential groups of learners and leaders along a developmental spectrum with regard to intercultural competencies.</p>	<p>411 Religious Expression in the Residence Halls: Legal Guidelines  <i>Marriott Clark</i> Christy Moran Craft, Kansas State University Linda Vardel, College of Saint Mary</p> <p>Residence life professionals often face unique challenges related to the expression of religious identity among their residents and resident assistants (RAs). This discussion-oriented session will highlight some legal freedoms and constraints regarding religious expression in the residence halls at public colleges and universities.</p>
<p>407 National Data and Best Practices for Sophomore Student Success  <i>Sheraton Missouri</i> Jennifer Keup, National Resource Center for The FYE and Students in Transition M. Stuart Hunter, University of South Carolina</p> <p>As part of the first-year experience and students in transition movement, educators have recently acknowledged the second year as a serious leakage point in the higher education pipeline. In response, colleges and universities have developed academic and co-curricular services and support for sophomores as they identify career direction, select a major, clarify their life purpose, and continue to integrate into the social and academic fabric of the institution. This session will share results from analyses of responses to the 2008 National Survey on Sophomore-Year Initiatives, which was administered by the National Resource Center for The First-Year Experience and Students in Transition. Presenters will use these findings to facilitate a discussion regarding best practices for sophomore student success.</p>	<p>409 Protesting the Academy: Undocumented Students in College Campuses  <i>Marriott Michigan/Michigan State</i> Richard Diaz, University of Utah Pablo Martinez, University of Utah</p> <p>Human and civil rights protests, while romanticized as things of the past, are becoming more pervasive on campuses, especially in regard to undocumented/unauthorized immigrant student rights. This discussion centers on the experiences of five undocumented students engaged in activist work at a research university. Current trends, sentiments, and intervention strategies for undocumented students will be explored from a holistic approach that views both activism and student affairs as integral to the success of undocumented students in our institutions.</p>	<p>412 Research to Practice- The Voices of Women in STEM Fields  <i>Univ. of Chicago Gleacher Ctr. 206</i> Emily Grey, New York University</p> <p>Although women have made significant progress, they are under-represented in fields such as science, technology, engineering, and mathematics (STEM), and over-represented in other fields such as education and nursing. This presentation will discuss the results of interviews with undergraduate women who chose to pursue STEM fields. The presentation will cover a range of implications for student affairs practice, informed by the students' perspectives. Do our current programs and policies align with the voiced needs of students? If not, how can we alter our current programs and policies to best support and encourage women?</p>
	<p>410 Reframing Campus Conflict  <i>Sheraton Mississippi</i> Jennifer Schrage, University of Michigan Nancy Giacomini</p> <p>The recent release of Reframing Campus Conflict: Student Conduct Practice through a Social Justice Lens (Stylus, 2009) marks a turning point in the history of student conduct administration away from overly legalistic adjudication-only models for managing student misconduct towards a fuller expression of conflict resolution practices, restorative principles and social justice theory. Join co-editors Jennifer Meyer Schrage and Nancy Geist Giacomini, together with renowned contributing authors from across the country, to investigate the groundbreaking Spectrum of Resolution Options Model (Schrage & Thompson, 2008) featured in Reframing Campus Conflict and currently being used and evaluated in the office of student conflict resolution at the University of Michigan. Participants will be introduced to multiple resolution pathways along a continuum of least to most formal, including dialogue, coaching, mediation, restorative practices, shuttle negotiation, and adjudication as equally viable and inclusive processes for addressing campus conflict and conduct.</p>	<p>413 Seeing Student Stories through Photographs  <i>Sheraton Michigan B</i> Jennifer Garrett, Iowa State University Julie Murphy, Marquette University</p> <p>Student photo projects offer student affairs professionals a glimpse into the lived student experience on our campuses, and they provide a creative medium for our students to tell their own stories. Join two student affairs professionals from different institutions to learn about their successful photo projects and other models. This session will help you consider how you can implement a photojournalism project at your own institution and to better understand your students' experiences and views of your campus.</p>

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<p>414 Service-Learning in Rural Honduras as Transformative Professional Development  Sheraton Colorado Peter Mather, <i>Ohio University</i> Michael Boakye-Yiadom, <i>Ohio University</i> Lisa Nelson, <i>Ohio University</i> Kevin Smith, <i>Ohio University</i></p> <p>Service-learning experiences can be a transformative experience. This presentation describes how a team of higher education graduate students from three different college student personnel programs made meaning of a service-learning project in a high poverty area in Honduras. Attention will be given to how particular features of this program (e.g., service work, setting, group composition) related to student learning and how the program shaped their professional preparation. Video will be used to illustrate key aspects of the program.</p>	<p>417 Surviving or Thriving? A PhD Cohort Enters Year Three  Marriott McHenry Jared Tuberty, <i>Bowling Green State University</i> Kacee Ferrell Snyder, <i>Bowling Green State University</i> Kimberly Martin, <i>Bowling Green State University</i> Michelle Rodems, <i>Bowling Green State University</i> Elizabeth (Annie) Russell, <i>Bowling Green State University</i></p> <p>This program provides insight into the personal experiences and adjustment issues faced by members of a PhD cohort during their first two and half years through coursework, preliminary examinations, and the beginning stages of the dissertation process. Through the diversity of backgrounds and prior educational training of the cohort members, participants will learn about both the challenges and triumphs associated with a demanding PhD program, and come to understand that there is no such thing as a 'normal' experience.</p>	<p>419 The Evolving Culture of Student Affairs – Our Legacy & Our Future  Marriott Lincolnshire Scott Reikofski, <i>University of Pennsylvania</i> Robert Beodeker, <i>Suffolk Community College</i></p> <p>Student affairs has changed dramatically as it evolved from the first publishing of the Student Personnel Point of View (1937) though the call to transform the student learning experience in Learning Reconsidered (2004). Student affairs today is a kaleidoscope of programs and services that are uniquely blended and connected at our institutions. This session will explore the culture of student affairs, our values, philosophy, and ethics that honor our legacy as a profession and inform our work with and for students, institutions, and society.</p>
<p>415 Student care and concern: Coordinated approaches to student needs  Univ. of Chicago Gleacher Ctr. 306 Leanna Fenneberg, <i>Saint Louis University</i> Scott Smith, <i>Saint Louis University</i></p> <p>Student care and concern is a legacy and cornerstone of the profession of student affairs. We know each of our entering students is unique, with individualized needs. These needs can sometimes impact a student's ability to successfully matriculate. This session will highlight one institution's efforts to support students in need through a variety of intervention methods including the weekly incident debrief, behavioral concerns committee, eating disorder prevention and alcohol vision teams, and Mapworks assessment and early-warning system, and provide an opportunity to share best practices and discuss of relevance and approaches for other institutions.</p>	<p>418 Systemic Career Services Design in Response to the Current Economy  Univ. of Chicago Gleacher Ctr. 404 Daniel Pascoe, <i>Seattle University</i> Jacob Diaz, <i>Seattle University</i></p> <p>A career services (CS) response to the current economic crisis that focuses on assisting students/alumni to study the job-market shifts intelligently, define/reinvent themselves for meaningful opportunities in emerging markets, and, importantly, position themselves for the opportunities of the hidden job market through planned happenstance, requires systemic career-services design and implementation. CS of Seattle University created and applied a systemic-design model for the purposeful procurement of a highly collaborative career-service approach that considers all internal/external stakeholders of the university (i.e., students, alumni, employers, faculty, staff, and parents) as clients, partners, and owners of the inputs, efforts, and outputs of the vocational- and career-development of students and alumni. We have worked collectively as facilitators or brokers of career-development opportunities and resources, including an emphasis on group-advising opportunities, student-outreach advising and presentations, a diverse and comprehensive networking event series, six distinct and strategic career fairs, a merged employment, marketing, networking, and data-collection/management interface, a universitywide mentor program, the design and approval of four career courses, and, most importantly, the development and accessibility of powerful networks. In this session, you will learn about the partner-based facilitation of career-development services, programs, networks, and resources that resulted from the systemic career-service design and implementation at Seattle University.</p>	<p>420 The Legacy of Leadership is Followership in Action  Marriott Chicago B Brian Nichols, <i>Texas A&M University-Commerce</i> Rick Miller, <i>Texas A&M University-Commerce</i></p> <p>'Perhaps the ultimate test of a leader is not what you are able to do in the here and now - but instead what continues to grow long after you're gone' (Rath & Conchie). Leadership and followership are a balance in reaching to the past and to the future. We are both leaders and followers - seeking to develop people as well as environments on campus. Knowing and understanding the roles and expectations of followers are crucial to an agent of change. This session will look at utilizing recent research from Strengths Based Leadership (SBL) as well as Kelley's foundational work on followership. Increased engagement, productivity, and well-being are the fruits of building a climate where followership is valued. We'll explore definitions of Followership, Cycles of Leading and Following, and Four Things that Followers Need.</p>





421 The Legacy: Women Student Affairs Professionals in the Middle East

Sheraton Ballroom I
Anne Schuster, Qatar Foundation
Jade Anderson, University of Pittsburgh
Julie Chase, Texas A&M University at Qatar
Jill Duffy, Carnegie Mellon University in Qatar
Karla Fraser, United Arab Emirates University
Cynthia Howman, Texas A&M University at Qatar
Rachel White, Texas A&M University at Qatar

This panel discussion will allow attendees the opportunity to hear the stories and ask questions of women student affairs professionals working in Gulf Coast Countries (GCC) in the Middle East. With the expansion of Student Affairs in the GCC there is a growing need for qualified Professionals and ever increasing career development opportunities for women. This discussion will explore the various experiences of the presenters in an effort to convey the challenges and opportunities an individual may face when working in the GCC.

422 The Multicultural Tools and Legacy of the Media

Marriott Northwestern/Ohio
Sara Furr, DePaul University
Myra McPhee, Temple University

Have you ever really thought about what messages you internalize from different media sources? Would you like a unique way to engage students in this discussion? Our presentation will give you film clips, photographs and illustrations that help you talk about race, sex, gender identity and expression, sexual orientation, class, body image, and more. This program will help promote cultural diversity and understanding for attendees. Participants will participate in an interactive viewing experience and engage in authentic discussion around difference and socialization messages.

423 Two Voices/One Goal: Breaking Silos for Student Financial Success

Marriott Grand Ballroom Salon I
Danielle Champagne, University of North Texas
Kristy Vienne, Sam Houston State University

Students across the country are facing a rising dependence upon credit and escalating student loan debt to fund their educational goals without adequate knowledge, guidance, or education. This session explores the two financial literacy program models that are effectively advancing the money management knowledge and skills of college students while also supporting the education and retention of students by establishing a culture of financial empowerment and sustained student success throughout our campus.

424 Using Chaos and Complexity Theory in Teaching and Training

Sheraton Superior B
Timothy McMahon, University of Oregon
Steve Axley, Western Illinois University

Chaos and complexity theory offer new ways of approaching teaching and training. These theories emphasize the importance of sensitive dependence on initial conditions, relationships, distributed control, emergence and serendipity, simple local rules producing complex aggregate behavior, and operating on the edge of chaos. In this program we will review the principles involved in these theories and show how they can be effectively applied to teaching and training situations.

425 Using workplace data to cultivate partnerships with volunteers

Univ. of Chicago Gleacher Ctr. 308
Jamie Bouldin, Stephen F. Austin State University

The group of students often known as 'millennials' are one of the most studied generations to date. As this group continues to age, the research has moved past their college years and followed them into the professional realm. The literature has uncovered interesting dynamics present between the different generations found in the workplace, and striking a balance between the differences in work ethics, need for feedback, and maturity levels can prove challenging. This program will explore how to connect literature on how this generation functions in the workplace to how community agencies can create successful partnerships with students who want to volunteer.

426 Work/Life Balance In Social Networking: Making Tools Work For You

Marriott Kane
Malinda Matney, University of Michigan
Kerin Borland, University of Michigan

The use of social networking sites has risen markedly among students, and faculty and staff have joined the social networking movement. Staff and faculty are now going through their own online 'adolescence,' learning to set boundaries and protect their identities. Our team has used both national and local questions from the CIRP Freshman Survey, as well as local surveys using StudentVoice web and PDA administration, to try to answer questions of how best to integrate social networking into our work and communication with students. We will share our findings and how we have applied them.



Keynote Speakers

Joseph White & Shuan Harper

2:00 p.m. - 3:15 p.m.

Sheraton Chicago Ballroom

Tuesday – 2:00 p.m. - 3:15 p.m.

427 A New Fraternity Legacy: Movement to Combat Hegemonic Masculinity

Marriott McHenry
Scott Reikofski, University of Pennsylvania
Elgan Baker, University College of Medicine
Drew Hunter, The BACCHUS Network
Timothy Reuter, Lambda Chi Alpha Fraternity

Few organizations on university campuses are as closely associated with stereotypic masculinity as men's fraternities. Lambda Chi Alpha's True Brother Initiative emphasizes a developmental approach to facilitate identity maturation within its members and includes components which naturally combat the hegemonic elements, including an emphasis on self awareness and reflection, enhanced comfort and competence in dealing with emotions, a range of diversity programming, the nurturance of the discovery of individuality, personal accountability, supportive intimacy, and the availability of positive, masculine role models.

428 Advancing Fraternity & Sorority Research: Improving the Movement

Marriott Chicago B
Dan Bureau, Indiana University

There are varying impressions of how the fraternal movement contributes to student learning. Developing and enacting a research agenda that connects diverse representatives may increase awareness of how these organizations support or counter higher education goals. This session highlights efforts to examine the undergraduate fraternal experience and will invest participants in developing research ideas that can inform improvements in the fraternal movement and increase our collective understanding of the undergraduate fraternal experience.

2:00 p.m. - 3:15 p.m.

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<p>429 Be the Movement with the Text Generation  Univ. of Chicago Gleacher Ctr. 400 Joyce Shotick, Bradley University Alan Galsky, Bradley University</p> <p>There are five different cohort groups living and learning on college campuses today. Each cohort group has experienced different events which led to the development of common characteristics. This program will explore the rich legacy of these cohorts and the movement created by the Text Generation who are the most tech savvy students on college campuses. Understanding the impact of those characteristics on the interaction with student affairs professionals is essential to responding to student needs and providing effective programming.</p>	<p>431 Big Questions Cafe: Engaging, Eating, Enacting  Marriott Michigan/Michigan State Carney Strange, Bowling Green State University Michael Brown, Bowling Green State University Beau Johnson, Colorado State University</p> <p>This program introduces participants to techniques that have been used successfully for engaging undergraduates in the kinds of questions that shape their basic orientation toward self, relationship to others, and life's fundamental purposes. Through illustration of practices of and experienced facilitators will explain the steps and results of this creative cafe approach to the most significant issues in students' lives, with emphasis on its implementation within a residential learning community context.</p>	<p>434 Collegewide, Issue-Oriented College Theme Leads Students to "Be the Movement"  Marriott O'Hare Monika Byrd, Phi Theta Kappa Honor Society Susan Edwards, Phi Theta Kappa Honor Society Ken Kerr, Frederick Community College</p> <p>A college-wide, issue-oriented theme to explore contemporary challenges, developed across student and academic affairs, promotes inquiry and action, providing students with opportunities to Be the Movement. Evaluations show the Thematic approach enhances education with critical thinking on real-world issues and develops students through action and leadership opportunities. Presenters will provide a review of thematic programs, assessment results, criteria for Themes, co-curricular activity suggestions, and hand out resources, including a comprehensive guide and rubrics to evaluate student projects.</p>
<p>430 Best Practices for Engaging College Men in the Common Good  Marriott Indiana/Iowa Dr. Gar E. Kellom, Saint John's University</p> <p>There is ample data to show that college men are not engaged the activities that contribute to the common good at the same rate as college women. More women volunteer, study abroad, do internships, service learning and other experiential learning activities. For the past two years a group of 14 colleges and universities working with the Center for Men's Leadership and Service, with generous funding from the Lilly Endowment, have run pilot projects to determine the best practices for addressing this imbalance of male involvement. This session will present the findings of these case studies as well as what works and why. A fascinating pattern emerges which will be of help to student affairs professionals on any college campus who seek to increase male involvement. The explanation is supported by current thinking on masculinity and men's studies and will be published this spring by the Men's Studies Press. Some representatives from Davidson, Georgetown, Hope, Wabash, Morehouse, Luther, Augustana, Hastings, Gustavus Adolphus, Siena, and Wagner colleges, as well as Duke and Saint John's Universities and the University of Portland, will present what they have learned, as well as address the specific questions and campus situations of participants. One highly successful program on many of these campuses will be presented: how to run men's groups with athletes, fraternities, residence hall floors or those interested in men's spirituality and achieve measurable learning outcomes. Learn what the next steps are in this ambitious national project and how to get your campus involved.</p>	<p>432 Campus Safety and Compliance: Student Affairs' Role  Marriott Clark John Lowery, Indiana University of Pennsylvania</p> <p>This presentation provides an overview and update on the federal laws related to campus safety including the Clery Act and FERPA. Participants will receive insights into the requirements, the U.S. Department of Education's enforcement efforts, and the newest regulatory developments. Particular attention will be paid to aspects of the law with greatest relevance to student affairs practice and the role of student affairs in ensure institutional compliance and enhancing campus safety.</p>	<p>435 Comprehensive Sustainability Assessment: STARS  Sheraton Mississippi Dave Newport, Univ Colorado-Boulder</p> <p>The Sustainability Tracking and Ratings System (STARS) is a new comprehensive sustainability assessment developed by a broad and transparent group of campus sustainability and education professionals. Sponsored by the Association for the Advancement of Sustainability in Higher Education (AASHE), STARS is an assessment vehicle that promotes continuous improvement while providing a framework by which campuses can pursue robust sustainability outcomes. Campuses self report attainment of STARS credits and are accorded ratings such as Silver, Gold, etc dependant on the amount of credits achieved. STARS was launched in September 2008 after a three-year development phase and pilot testing on over 70 campuses nationwide. Numerous colleges and universities are already implementing STARS on their campuses.</p>
<p>433 Campus Spiritual Climate: Creating Safe Spaces for Men and Women  Univ. of Chicago Gleacher Ctr. 306 Tiffani Riggers, UCLA Matt Fulmer, Washington University in St. Louis</p> <p>Male and female students nationwide are increasingly interested in spirituality and religion, but a lack of support on campus may cause these students to feel unwelcome as they pursue faith and meaning. This session will explore if and how men and women perceive campus spiritual climate differently and if those perceptions influence their sense of belonging on campus. Participants will discuss how student affairs administrators can observe, assess, and affect campus spiritual climate to provide positive experiences for both women and men.</p>	<p>436 Core Competencies for Effective Leadership in Community Colleges  Marriott Grand Ballroom Salon I Delores McNair, University of the Pacific</p> <p>In this session designed for student affairs professionals in community colleges, we will discuss the core competencies for effective leadership developed by the American Association of Community Colleges (AACC). The session includes findings from two studies: an exploratory study that asked how professionals develop the competencies and a qualitative study that analyzed how community college presidents integrate the competencies into the selection, evaluation, and professional development of their leadership teams.</p>	



437 Depression, Recovery, and Student Success	440 Educating for Personal and Social Responsibility: Our Core Commitments?	442 Evaluation for credit of outcomes from co-curricular experiences
 <i>Sheraton Ballroom II</i>	 <i>Sheraton Ontario</i>	 <i>Marriott Armitage</i>
Michael Klein, <i>New York University</i> Joe Behen, <i>School of the Art Institute of Chicago</i>	Steve Neilson, <i>Rollins College</i> Frank Aradiolo, <i>Winthrop University</i>	Larry Roper, <i>Oregon State University</i> Dennis Cordell, <i>Southern Methodist University</i>
Henry Chung, <i>New York University</i> Michael Klein, <i>New York University</i> Nancy Roy, <i>Sarah Lawrence College</i>		Vicki L. Hill, <i>Southern Methodist University</i>
<p>Depression's detrimental effects on student learning are a perennial concern for student affairs. The National College Depression Partnership, which received the 2009 AAAHC 'Innovations in Quality Improvement' award, has helped more than 20 university health centers to develop evidence-based approaches to depression care through structured professional development, collaboration, and benchmarking of treatment outcomes. Data from more than 1,500 depressed students will illustrate how assessment-based health services foster student success</p>	<p>The past three years, selected NASPA institutions have been involved with an AAC&U grant called Core Commitments dedicated to exploring the pedagogy associated with teaching students personal and social responsibility. Despite culture and language differences, academic and student affairs scholars have engaged through this grant process in conversations and activities arriving at the same conclusions – a rededication to holistic student learning focused on the core commitments of cultivating personal and academic integrity, contributing to a larger community, taking seriously the perspective of others, striving for excellence, and developing competence in moral and ethical reasoning. This session will continue this dialogue by exploring the relationship of these core commitments to the learning outcomes outlined in Learning Reconsidered. This dialogue is viewed as the beginning of a potential NASPA initiative that may establish a disciplined pedagogy for navigating cross-cultural challenges between traditional faculty and student affairs professionals. Participants are urged to learn about the AAC&U Core Commitments project by accessing www.aacu.org/core_commitments.</p>	<p>Through a panel discussion, the presenters will describe the general education (core curriculum) review processes at Southern Methodist University and Oregon State University. The review committee at SMU has recommended a new curriculum that includes such activities while OSU is leaning in that direction. The presenters will discuss the review processes and explore the significance of including co-curricular experiences to fulfill general education requirements. Additionally, presenters and attendees will engage in a discussion regarding implications for student affairs practitioners.</p>
438 Disability Reframed: The Inclusion Movement	441 Emotionally Intelligent Leaders are "The Movement"	443 FERPA Overview and Update by the U.S. Department of Education
 <i>Sheraton Huron</i>	 <i>Marriott Purdue/Wisconsin</i>	 <i>Sheraton Ballroom III</i>
Kimberly Tanner, <i>Valdosta State University</i> Susan Lausier, <i>Aurora University</i>	Les Cook, <i>Technological University</i> Marcy Levy Shankman, <i>MLS Consulting</i>	Paul Gammill, <i>Family Policy Compliance Office, U.S. Department of Education</i>
<p>The role of disability service provider, framed by the language and the assumptions of the medical-rehabilitation model in which disability is viewed as an anomaly, has historically been that of a gatekeeper. They dutifully adhere to policies and procedures that were intended to fulfill lawful accessibility obligations, but instead create barriers to equal participation. The three presenters, change agents determined to challenge these inequities on their campuses, are participants in a federally funded grant initiative, Project ShIFT.</p>	<p>In today's fast-paced, ever-changing world, the need for effective leadership is growing. Both by example and evidenced by research, a truism for the 21st century is that no single approach to leadership is going to work in all situations. It is incumbent on us as campus-based professionals to prepare our college students for this complex world in which the role of the leader and the expectations of leadership constantly evolve. In the words of Thomas Jefferson, 'Every generation needs a new revolution.' Leaders, and those wishing to develop their leadership, enhance their influence on others when they are able to demonstrate their emotional intelligence in the context of their leadership role (Caruso, Salovey, & Mayer, 2003). In Primal Leadership (2002), Goleman, Boyatzis, and McKee claim the emotional task of a leader is primal and the most important act of leadership. In addition to enhancing individual performance (Thi Lam & Kirby, 2002), team effectiveness increases through building individual members' emotional intelligence (Jordan & Ashkanasy, 2006). Shankman and Allen (2008) frame the college campus as a large learning laboratory rich with opportunity for students to learn about their leadership potential. This session will explore how colleges and universities can create more intentional leadership opportunities for students through programming and initiatives related to emotionally intelligent leadership.</p>	<p>The U.S. Department of Education recently released new regulations and several new brochures and resources aimed at helping postsecondary institutions better understand the Family Educational Rights and Privacy Act (FERPA) guidelines. Join a representative from the Family Compliance Office for the U.S. Department of Education to learn more about useful information on balancing privacy concerns with the overall safety and well-being of the campus community. The session will contain a discussion on FERPA, as well as the recently issued resources, opinions, and findings issued by the Family Compliance Office. (Repeated at Session 311)</p>
439 Dissertation-of-the-Year Winner		444 How Black Men and Black Women Experience College Differently
 <i>Marriott Chicago G</i>		 <i>Sheraton Michigan A</i>
James P. Barber, <i>University of Michigan</i>		 <i>Michael Cuyjet, University of Louisville</i>
<p>Integration of learning has widely become recognized as an essential educational outcome for U.S. college students in the twenty-first century. This study investigates integration of learning as a collegiate outcome, defined as the demonstrated ability to link various skills and knowledge learned in a variety of contexts. A grounded theory approach was used to investigate the primary research question of how integration of learning develops in college students. This qualitative study focused on integration of learning by examining 194 interviews with 97 students (one interview at the beginning of their first year and another in the fall of the sophomore year) at two liberal arts colleges. Implications for practice are offered, which educators can use toward promoting the connection, application, and synthesis emblematic of integration of learning.</p>	 <i>Jonathan Johnson, University of Louisville</i>	<p>Black men enroll in lower numbers and are retained at lower rates than Black women and cannot 'Be the Movement' if they are not fully present on campus. This session presents the analysis of five years of student responses to the College Student Experiences Questionnaire (CSEQ) by Black men and women to determine what different retention efforts are warranted. Suggestions for particularly retaining Black men will be discussed.</p>



- 445 Impacting High-Risk Drinkers: Screening & Brief Intervention**
 Sheraton Superior B
 Ann Quinn-Zobeck, *The BACCHUS Network*
 Janet Cox, *The BACCHUS Network*
 Eric Davidson, *Eastern Illinois University*

This interactive presentation describes how brief interventions can be used by student affairs professionals to reduce high risk drinking among college students. The three learning objectives include an understanding of: (1) the theory and practice supporting the use of screenings and brief interventions; (2) the components of screening and brief intervention; and (3) how student affairs professionals in many different departments can conduct a screening and brief intervention for students who exhibits signs of alcohol abuse.

- 446 LCE Minor: An Academic and Student Affairs Legacy**
 Marriott Belmont
 Randy McCrillis, *University of Nevada, Las Vegas*
 Sherry Early, *University of Nevada, Las Vegas*
 Brandon Fox, *University of Nevada, Las Vegas*
 Danielle Howard, *University of Nevada, Las Vegas*

The Civic Engagement Minor curriculum is a partnership that provides opportunities for student affairs professionals to select, train, and evaluate instructors; teach classes; and make curricular revisions. In this interactive session, participants will explore theoretical framework, syllabi development, the seven core values, and program sustainability of a comprehensive minor that can be incorporated at other institutions.

- 447 Leading with Integrity... the Power of Hope**
 Univ. of Chicago Gleacher Ctr. 404
 Kristin Morgan, *Lynchburg College*
 Grant Azdell, *Randolph Macon College*

As student affairs professionals, we are faced daily with the challenge of making sure our student leaders are making purposeful and intentional decisions that are socially responsible. We, too, are challenged to role model appropriate behavior, lead with integrity, and hold ourselves and our students accountable. We hope that we are instilling solid foundations that allow for ethical decision making, an understanding of what leading with integrity means, and empowering individuals to confront those that are not acting in accordance to the expectations of their organizations, their campus code of conduct, and community expectations.

- 448 Maximizing High-Impact Educational Practices: What Works**
 Univ. of Chicago Gleacher Ctr. 308
 Jillian Kinzie, *Indiana University*

Some educational activities, such as learning communities, study abroad and service-learning, engage participants at levels that foster desired outcomes. In this session, we will briefly summarize results from items added to the National Survey of Student Engagement (NSSE) that measure the effects of participating in 'high impact' practices, highlight effective features, and then discuss approaches to ensuring more widespread participation, and intentional ways student and academic affairs units on two campuses have optimized these activities.

- 449 Men Inspiring Men: The New Sexual Assault Prevention Movement**
 Marriott Watertower
 Dara Raboy-Picciano, *Binghamton University*
 Dan Esparza, *California Coalition Against Sexual Assault*

This presentation will address the men's movement in sexual assault prevention, with an emphasis on involving men of color. Presenters will explore the challenges, successes and effectiveness of men's programs, as well as interactive training tools. Binghamton University's fraternity peer education sexual assault prevention program will be presented as one example of a program with sustainability. All three tiers of this program will be presented in such a way as to give attendees a template model to bring back to their campus.

- 450 Multiracial 101: Join the Movement**
 Sheraton Erie
 CeCe Ridder, *The University of Texas*
 Stephanie Beamer, *Colorado State University*
 Natasha Chapman, *Christian University*
 Cerise Edmonds, *Louisiana State University*
 Heather Haynes, *Duke University*
 Joshua Johnson, *Northern Illinois University*
 Rebecca Nelson, *The Ohio State University*

As higher education evolves, understanding the college population is more critical than ever before. Multiracial college students are attending universities at a higher rate, as the population of mixed race people grows. As Student Affairs professionals, to understand this population is to engage them, thus we will explore: a brief history; identity struggles; campus spaces; recognition on applications and campus forms; and improving service. Join us for information sharing and to hear stories from a panel of multiracial colleagues.

Association Featured Sessions

- 451 NASPA/ACPA Consolidation Open Forum 2**
 Sheraton Ballroom I
 Mike Segawa, *University of Puget Sound*

This session will provide an opportunity to hear from NASPA and ACPA leadership about the status of the issue of unification of the two associations and for you to provide feedback on this topic of critical importance to both associations and our profession.

- 452 Operation Integration: A Closer Look at Student Veterans**
 Marriott Chicago H
 Amanda Kraus, *University of Arizona*
 Dan Standage, *University of Arizona*

For many, attaining a higher education is an incentive for entering the military, however there are a myriad of barriers that impede this goal. With an emphasis on disabled veterans, this program will discuss the University of Arizona's research around the student veteran experience within higher education from application to integration. We will draw from relevant research and practice to specifically address issues of identity, culture, and strategies for success in different areas of campus life.

- 453 Parental Partnerships 2.0: Facilitating Productive Involvement**
 Univ. of Chicago Gleacher Ctr. 300
 Celestino Limas, *Lewis & Clark College*

The involvement of parents in the lives of our students carries with it much potential for institutional & student success. In this group you have individuals that are often perceived as adversaries to be kept at arm's length, but under the right circumstances they can be powerful allies in student success. This workshop will provide concrete instruction on how to design & implement an online class for parents of your students with separate curricula designed specifically for both parents of first-year students as well as parents of sophomores.



454	Partnering a Values-Based Orientation with General Education <i>Sheraton Superior A</i>	457	Realizing Universitywide Outcomes in First Year Experience: MOVE	
	Eileen Sullivan, Elmhurst College Desiree Collado, Elmhurst College Mike Lindberg, Elmhurst College Alzada Tipton, Elmhurst College		Univ. of Chicago Gleacher Ctr. 408 Joanna Royce-Davis, University of the Pacific	
Higher education's primary mission is to prepare thoughtful, principled graduates. We meet this mission by asking students what they care deeply about, and helping them develop the values and skills that will be most important to them throughout their lives. Learn how Elmhurst College fulfills this mission through an innovative partnership between Academic and Student Affairs, which includes an intensive values based orientation and a general education First Year Seminar team taught by faculty and staff.			Kristina Juarez, University of the Pacific Dan Shipp, University of the Pacific Wendy Stratton, University of the Pacific	
	Peer Programs at UBC – The Movement in Peer-to-Peer Learning		Research on the impact of common experiences during the first year of college demonstrates that first-year seminars and other shared activities contribute in positive ways to student adjustment, persistence, and, ultimately, success during that critical time period (Barefoot, Gardner et al, 2005; Feldman, 2005; Swing, 2008) Those activities that are purposefully designed to maximize student engagement, integrate curricular and co-curricular contexts, conduct transparent, focused assessment, and involve broad participation from academic and student affairs are described as meeting the criteria for best practice. Typically, these activities are tailored to capture the mission, values, and expectations of a given institution, but still attend to these recognized criteria. This session invites participants to engage with a case study from one institution that has collaboratively evolved a set of common experiences that exceed the established standards for best practice, are the result of cross-institutional innovation, and are impacting student adjustment and learning in multiple, positive ways. Participants will have the opportunity to gain insight from the 'mistakes made and lessons learned' as one of these key common experiences moved from a pilot affecting 100 students to an extension of orientation for all incoming first-year and transfer students attending Pacific. This session also offers the opportunity for conversation about the first-year experience, shared creative problem solving, ideas for assessment practice, and resources for future reference.	
455	Peer Programs at UBC – The Movement in Peer-to-Peer Learning	Marriott Lincolnshire	So, What Exactly is the NASPA Case Study Competition?	
	Marriott Lincolnshire	Darran Fernandez, University of British Columbia, Vancouver	Marriott Kane	
	Courtney McDonald, University of British Columbia, Vancouver		Mia Alexander-Snow, University of Central Florida	
'Peer Programs at UBC' strives to achieve an approach of 'networked diversity'; whereby individual programs can subscribe to a form of structural organization that best represents the composition of the community (Carr, 2006). The presentation will outline the steps taken to achieve this level of collaboration among 13 campus wide programs, the intentional learning taken by the 300 student leaders and future directions of the program. Participants will leave with a guide of resources to use in modeling similar programs for their institution.			2010 Case Study Competition Winners	
456	Race-related Stress, Acculturation, and Resilience of American Indian Students	Marriott Great America	If you have ever wanted to know what it's like to participate in the NASPA Case Study Competition, this is the session for you. Come and hear this year's New Professional and Graduate Student Case Study Competition winners present their case study analyses and answer such questions as: What is it like to participate in the 2010 Case Study Competition? How do you develop a 20-30 minute case analysis with two or three persons? What are some presentation tips and strategies for success? Most importantly, this session promises to engage you in a dialogue about a 'hot issue' in higher education and the role/purposes of student affairs from multiple perspectives--faculty, graduate students, new professionals, and seasoned administrators.	
	Marriott Great America	Tim Ecklund, Buffalo State College	Student Affairs' Role in Broadening Participation in STEM	
	Danielle Terrance, The Ohio State University		Sheraton Colorado	
Research has shown that American Indian students have unique experiences on college campuses and that those experiences sometimes influence their academic and psychological development and adjustment. It is essential to discover whether or not the race related experiences and acculturation level of American Indian students are affecting their academic motivation and how well they fit on their college campus. This program will review the findings of a recently conducted national study that explores these constructs.		Terrell Strayhorn, University of Tennessee	Increasing the number of women and racial/ethnic minorities in STEM fields is a national priority, yet most research focuses on the role that policymakers and STEM faculty play in broadening such participation. Student affairs also plays a critical role. Drawing upon empirical data from federally funded studies, the presenter will offer new evidence demonstrating the efficacy of four 'high impact practices' (learning communities, service learning, undergraduate research experiences, and first-year seminars) in facilitating student learning and development in STEM.	

<p>462 Talkin' 'bout My Generation – Adapting to a Dynamic Legacy  Univ. of Chicago Gleacher Ctr. 200 Camille Kilbourne, University of Central Oklahoma Jonnie Machell, University of Central Oklahoma</p> <p>In a fun and interactive presentation, this program will examine the characteristics and values of four distinct generations that researchers show populate today's colleges and universities. The presenters will discuss effective ways to relate to all four generations, the Traditionalists/Post Career, the Baby Boomers, the Gen Xers, and the Gen Y/Millenials. In addition, the presenters will demonstrate the importance of adapting one's own communication style to meet the particular needs of each student. An audience participation game, presentation of material, and small group discussion will be used to facilitate the workshop.</p>	<p>465 The NASPA Consortium: Furthering the Practice of Student Affairs  Sheraton Mayfair Kim VanDerLinden, StudentVoice Stacy Ackerlind, University of Utah Jessica Hickmott, Weber State University Elizabeth Proemmel, University of Utah</p> <p>This panel session will provide an overview of NASPA's Assessment and Knowledge Consortium (www.naspaconsortium.com), a national benchmarking and best practice sharing initiative. Through a three-year assessment schedule that addresses functional areas in student affairs, the Consortium provides a campuswide view of the student experience. The session will showcase how the Consortium results are being used on two campuses to make changes and inform practice.</p>	<p>467 Working with Academics to Prepare/ Recover From a Natural Disaster  Marriott Chicago C Vince Loffredo, University of Texas Medical Branch Grant Shallenberger, Texas A&M University at Galveston</p> <p>Hurricane Ike dealt UTMB a devastating blow when it came ashore in September 2008. Faculty, staff, and students responded with the skill, heart and resolve, and their efforts have resulted in a rate of recovery few disaster-stricken communities or institutions can claim. This presentation will discuss and offer insight into preparing and dealing with natural disasters. Specifically this presentation will discuss the importance of a working closely with Academic Departments in efforts to prepare and recover students, faculty and key student support service departments for a natural disaster campus emergency.</p>
<p>463 The Commons: The Campus of the Future  Marriott Addison Eileen Hulme, Azusa Pacific University Josh Hibbard, Azusa Pacific University Karin Klinger, Baylor Anne-Elizabeth Powell, Point Loma Nazarene University Toby Tull, MMG Publishing</p> <p>To meet the developmental needs of a technologically astute generation, student affairs professionals must create and employ innovative online measures to encourage student growth. This lively, interactive session will demonstrate the range of technological advances available to student affairs participants and present a new online campus developed to address the developmental needs of college students.</p>	<p>466 Women's Paths to the SSAO by Race/Ethnicity and Institution Type  Marriott Chicago A  J. Patrick Biddix, Valdosta State University</p> <p>Twenty-five years ago, researchers were unable to offer specific career advice to aspiring senior student affairs officers (SSAOs). After an extensive study and review of literature, Kuh, Evans, and Duke (1983) inconclusively reported, 'many roads lead to the top student affairs position.' The lone consistent pathway began with being male, supporting a gender gap at the top position historically favoring men at nearly 90/10 since the 1940s (Schwartz, 1997). Today, this demographic has changed considerably. According to a recent profile survey (NASPA, 2008), men and women are nearly equally represented at the top (51/49). The purpose of this study was to enlighten experiences, professional and developmental, contributing to women's career paths to the SSAO by sex and race/ethnicity at two and four-year institutions. Experiences include educational attainment, leadership training, association involvement/leadership, faculty experience, publications, mentoring, and continuous variables demonstrating opportune points to gather skills and experiences. Data from 191 SSAO women's resumes inform a descriptive and social network analysis. Findings will be presented to provide answers to the following research questions: (1) What are the positional stops on the path to the SSAO for women? (2) What developmental experiences exist on these pathways for women? The student affairs profession is one primarily shaped by the work of women, who pioneered the professionalization of the field. Until recently, however, women have rarely held the top leadership position. This session identifies career paths and professional experiences bringing women to the SSAO and offering implications and guidance for perpetuating this trend.</p>	<p>468 Working with Faculty: A Primer for Student Affairs Professionals  Sheraton Ballroom V Jo Allen, Widener University</p> <p>The ambitious agenda that NASPA has set for engaging professionals in all sorts of developmental and social justice issues no doubt requires greater collaboration than ever. This presentation helps student affairs professionals understand the complexities of collaborating with faculty for success. It is no secret that faculty sometimes consider student affairs professionals as 'other,' but there may be a bit of confusion about who and what the faculty are as well. While no monolithic description of 'the faculty' is possible, nonetheless there are particular features of the academic life that tend to attract certain personalities with certain characteristics. Understanding those attractions helps explain 'why the faculty are the way they are' and leads to strategic thinking about ways to engage the faculty in our work, resulting in faculty seeing student affairs professionals as educators. The presentation offers opportunities for sharing effective strategies and tips that can help student affairs professionals be the movement.</p>
<p>464 The Elephant in the Room: Conservatives in Student Affairs  Marriott Halsted Jodi Fisler, College of William & Mary</p> <p>Are there, in fact, conservatives in student affairs? Yes indeed, and there is much to be learned from what they have to say. This program will present initial findings of a qualitative study about the experiences and perceptions of student affairs professionals who self-identify as conservative. By addressing this rarely acknowledged aspect of diversity, the program will strive to deepen the conversation within student affairs about what it means to be inclusive. We'll have time for a lively discussion following the presentation.</p>	<p>469 Corporate Presentation: Enhancing Engagement in Student Mental Health  Sheraton Michigan B Barry Beder, AllOne Health</p> <p>Many higher education institutions offer counseling services to their students. Yet no matter how a college tries to address the barriers that prevent students from seeking help, many students are still reluctant to seek out on-campus counseling assistance. Whether from shame, gender, or cultural issues, students are falling through the cracks and not getting the help they need. The presenter will offer proven tools and tips to help reach out to the students that are suffering silently – and get them into counseling before it's too late.</p>	





Tuesday – 3:30 p.m. - 4:45 p.m.

470 A Housing Movement: Pioneering the Way to Strategic Partnerships

Marriott Chicago F

Brad Shaw, *Allen & O'Hara Education Services, Inc.*

David Braden, *Allen & O'Hara Education Services, Inc.*

David Chadwick, *University of Colorado Real Estate Foundation*

Brooke Daniel, *Allen & O'Hara Education Services, Inc.*

Matt Fulton, *Allen & O'Hara Education Services, Inc.*

Charles Harris, *Allen & O'Hara Development Co., LLC*

Michelle Massey, *University of Louisville*
Shannon Staten, *University of Louisville*

Public-private/private-private partnerships are growing to assist in updating and adding student housing. Successful partnerships exist to incorporate cutting-edge design with the seamless partnering of developer/manager and student affairs. Requirements for innovation and collaboration between all stakeholders top the list of 'must haves.' With a focus on relationship building, learn how two universities created and combined best practices and maintained their partnership with the private sector to create a truly unique and collaborative student housing management model.

471 A Look at Body Modifications in Higher Education

Univ. of Chicago Gleacher Ctr. 408

Cari Urabe, *Residence Director, Syracuse University*

Tattoos, piercings, and other self expressions are a growing subculture within our campus community. This session will introduce audience members to these body modifications and how it applies to higher education. Awareness, education, campus programs, and conversations about diversity will be discussed.

472 Access to Study Abroad for Students with Disabilities

Marriott Belmont

Joanne Benica, *American University*

Kathy Schwartz, *American University*

When a four-year private university in Washington, DC, established goals to dramatically increase the number of study abroad sites and student participation, the directors of disability support took a leadership role to ensure equal opportunities for students with medical, physical, psychological, and learning disabilities. A multi-year approach included gathering data, collaborating with key staff on campus and overseas, and communicating with students about whether, where, and how to successfully study abroad. Case studies and evaluation tools will be included.

473

Assessment of Student Affairs Programs at Small Colleges: A New Tool for the Assessment Movement

Marriott Watertower

Jim Thorius, *Simpson College*

W. Houston Dougherty, *Grinnell College*

Jim Hoppe, *Macalester College*

Levester Johnson, *Butler University*

Sarah Westfall, *Kalamazoo College*

Managing student fairs programs in changing economic times calls for good quality assessment of programs and activities and educational impact. Learn about the experience of five small colleges with the NASPA Assessment and Knowledge Consortium this past year. Presenters will share results from the national sample as well as selected data from small college data. The program will also describe ways in which their campuses have used the assessment and benchmark data.

474

Be the Change: Community Engagement for At-Risk Students

Marriott Lincolnshire

Katie Treadwell, *Oklahoma City Community College*

Darin Behara, *Oklahoma City Community College*

How can students be the change and serve the community when they are the very individuals who depend on community services? What happens when a college asks students who live in homeless shelters and depend on food pantries to serve those places? Learn about innovative programs that encourage traditional, at-risk and non-traditional students to engage in service-learning and civic responsibility. Discover how a college can truly 'be the movement' to create a legacy of education and service to the community.

475

Black and Brown Males: Living the Legacy...Being the Movement

Univ. of Chicago Gleacher Ctr. 206

Tyrone Bledsoe, *University of Toledo*

Michael Cuyjet, *University of Louisville*

Andrew Jones, *Dallas County Community College District*

This program will focus on the most pressing issues facing Black and Brown males in the post-civil right era. The session will present and discuss, trends and issues both nationally and from expert presenters from around the country who have published and presented on the issues. Effective interventions and best practices will be offered to include spotlighting best practices impacting males of color at the middle, high school, and college levels around the country.



Keynote Speaker

Andrew Jolivette

3:30 p.m. - 4:45 p.m.

Sheraton Chicago Ballroom

476

Building a Legacy Requires Early Student Integration

Sheraton Superior B

Sherry Woosley, *Ball State University*

Larry Markle, *Ball State University*

Dustin Shepler, *Ball State University*

Roger Wessel, *Ball State University*

This presentation describes two research studies focused on the factors that predict the early integration experiences of two student sub-populations: first-generation students and students with disabilities. Using the results from a single survey to explore the issues that affect each group, the presentation will describe not only how each group is both unique and similar to each other, but also how each group relates to the broader student population. Future research opportunities as well as practical implications of the study will also be discussed.

3:30 p.m. - 4:45 p.m.

Tuesday, March 9



<p>477 Career Paths and Experiences Leading to the SSAO: An Update</p>  <p>Marriott Chicago B J. Patrick Biddix, Valdosta State University David DiRamio, Auburn University</p> <p>This session presents the results of a comprehensive study examining career paths for men and women leading to the senior student affairs office at four-year institutions. Data were comprised of 250 SSAO resumes (149 men, 91 women) from the 2008-09 academic year. Descriptive statistics paired with network analysis offer both institutional and general profiles for men and women, including a discussion of formal training and experiences, professional service, and other activities at various career points (early, mid, late career) contributing to SSAO attainment. The session contributes to the legacy of the profession by identifying career paths and decisions, beginning as early as graduate school, that helps forthcoming generations of professionals understand the necessary skills to be successful at both attaining and holding the SSAO. Findings offer particular significance to mid-career professionals contemplating career moves. Those not seeking the SSAO may also find the presentation interesting, as models can be viewed as complete paths to the top position, or as ending with specific jobs, such as the director of housing. Lastly, findings offer significance as a comprehensive update to career attainment literature, benefiting student affairs professionals at all career levels, faculty and mentors advising future leaders, and career development researchers. Session attendees will have the opportunity to build a 'virtual career path' using audience response technology ('clickers') and based on findings from the study.</p>	<p>479 Collaboratively Preparing the Chinese Student Affairs Personnel</p>  <p>Marriott Purdue/Wisconsin Jing Li, University of Southern California Jing Li, University of Southern California Melora Sundt, University of Southern California Dongmao Wen, Peking University</p> <p>With an overview of the international partnership models, the presentation examines the role the United States may play in developing the next generation of student affairs personnel in China. We share the results of a qualitative study with 52 Chinese student affairs staff, faculty, and students about the CAS standards, student life, and the potential cross-border partnership opportunities. We propose new forms of partnerships for US institutions to help Chinese colleges think about a process for developing their own type of program standards.</p>	<p>482 Creating Legacy of Leadership – Insuring Future Leadership Programs</p>  <p>Marriott Chicago G Jacqueline Hodes, West Chester University Mary-Alice Ozechoski, Wesley College</p> <p>Students who engage in leadership opportunities while in college learn valuable life skills that they carry with them as they move into careers, develop families, and engage in their communities. Seven years ago, West Chester University decided to celebrate those student leaders who contributed to leaving their legacy at the institution and who were using what they learned in their current life situations. The Legacy of Leadership event not only celebrates alumni student leaders but serves as a fundraising opportunity for the Student Affairs Leadership Development Fund, a fund to insure the permanency of leadership programs for undergraduate students. This program will introduce participants to the Legacy of Leadership model and share ways that this model can be replicated on their home campuses. Discussion will include how to identify alumni student leaders, how to include ways to raise funds through the event and a step-by-step planning guide to creating a similar event. Presenters will share lessons learned from a history of event planning and implementation.</p>
<p>478 Collaborative Retention Efforts in an Early Warning System</p>  <p>Marriott Kane Susan Foster-Dow, Gonzaga University Debbie Stevenson, Gonzaga University</p> <p>Retention initiatives provide multiple opportunities for academic and student affairs collaboration. Gonzaga University's Early Warning System attests to the value of such collaboration in achieving educational and financial gains. Academic services coordinates the initiative, partnering with student affairs professionals to make it work. This presentation describes key features of early warning systems and demonstrates both the challenges and benefits of effective academic-student affairs collaborations in retention work.</p>	<p>480 Creating a Legacy by Simply Caring About Your Boss</p>  <p>Univ. of Chicago Gleacher Ctr. 300 Annemarie Seifert, Georgia Southern University</p> <p>As student affairs professionals, we dedicate a great deal of time to student development; imagine what we could accomplish if we dedicated half of that time to developing our supervisors. Learn to build a professional legacy by partnering with your supervisor and helping them succeed. Whether you have a difficult relationship with your supervisor or you are just looking to maximize the productivity of your organization, you can enhance your work environment by simply caring about your boss.</p>	<p>483 CSAOs & Strategic Planning: Create the Movement</p>  <p>Univ. of Chicago Gleacher Ctr. 306 Amy Hecht, Auburn University</p> <p>Institutions are required to do more with less, while still ensuring excellence and innovation. As we attempt to address changes in our environment, strategic planning is essential. Results of a qualitative study of eight vice presidents and their role in strategic planning will be presented. This interactive presentation includes an overview of the literature on strategic planning in higher education, presentation of the study results, and a panel discussion with senior student affairs officers to share their perspectives.</p>
	<p>481 Creating a Legacy: Basics of Fundraising in Student Affairs</p>  <p>Marriott Armitage Darrell Ray, Louisiana State University Peggy Boyles, University of Arkansas</p> <p>As budgets are reduced and resources become scarce, more divisions must rely upon external dollars. The primary objective of this session is to provide a basic understanding of fundraising and development within student affairs. Participants will gain information on how to develop fundraising efforts based on their area of responsibility. This will include sharing a planning model for fundraising activities from conception to completion, paying careful attention to campus politics. Additionally, the presenter will share information on national resources for continuing education and learning.</p>	<p>484 Dr. Melvene Draheim Hardee: Scholar, Teacher, Mentor, Farmer</p>  <p>Sheraton Michigan A Sally Click, Butler University Michael D. Coomes, Bowling Green State University</p> <p>'The Mentor,' Dr. Melvene Draheim Hardee (1913-1994), served Florida State University for 41 years. She advised 120 doctoral students and many more master's students. Hardee was a key leader in ACPA, SCPA, and COSPA. This multi-media presentation is based on evidence gleaned from two archival collections and interviews with 17 people. The program will include an overview of her life, stories from people who knew her well, and a discussion about her continuing influence on current practitioners.</p>



485	Energizing Colleagues About Learning Outcomes and Assessment		
	<i>Sheraton Ohio</i>		
	<i>Norman Roberts, Brigham Young University</i>		
	<i>Norman Roberts, Brigham Young University</i>		
	<i>Sarah Westerberg, Brigham Young University</i>		
Accreditation and accountability are significant motivations to develop learning outcomes and assessment plans; however, their significance may not be sufficient to energize Student Affairs colleagues to internalize the processes and become energized participants in their development and implementation. This session reviews and discusses assumptions, strategies, and outcomes used to foster ownership among student affairs colleagues at a large university.			
486	Going at it Alone: Single Parent Experiences and Needs		
	<i>Sheraton Mississippi</i>		
	<i>Tamara Yakaboski, Southern Illinois University Carbondale</i>		
	<i>Rhetta Seymour, Southern Illinois University Carbondale</i>		
In light of this year's conference theme, 'Live the Legacy Be the Movement,' it is important for higher education researchers and student affairs practitioners to join in collaborative ventures to continue our strong scholarly history and improvement of campus environments for our students. The work discussed in this presentation and paper grew out of collaboration between higher education faculty and the student affairs division at one Midwestern university upon the realization of a need to understand the single student population and to implement programs to serve their needs. Due to the limited amount of scholarship specifically on single parent students, we began with focus groups built upon the scholarship of student development. Once we understood more fully the experiences, a survey was conducted to assess the needs of these students and move us toward program development. The student affairs division used the resulting empirical data to develop a single parent program. This presentation seeks to share information about this research and these programs to increase the visibility of single parent students on campus.			
487	How to Publish in Journal of Student Affairs Research and Practice		
	<i>Sheraton Missouri</i>		
	<i>Kathleen Manning, University of Vermont</i>		
	<i>DeMethra LaSha Bradley, University of Vermont</i>		
	<i>Raymond Quirolgico, University of San Francisco</i>		
		The Journal of Student Affairs Research and Practice (formerly the NASPA Journal) accepts innovative, interesting, and relevant manuscripts across all possible forms. The vision of JSARP is to publish the most rigorous, relevant, and well-respected research making a difference in student affairs practice. This program discusses editorial, review, and publishing processes. Please join us and see how you can contribute to the literature in the field.	
488	Interfaith Leadership for a Religiously Diverse World		
	<i>Sheraton Chicago H</i>		
	<i>Mary Ellen Giess, Interfaith Youth Core</i>		
	<i>Jenan Mohajir, Interfaith Youth Core</i>		
Eboo Patel's plenary keynote on March 8 outlines the importance and urgency of building interfaith cooperation on campus. But what can YOU do to make that vision a reality on your own campus? Staff members from the Interfaith Youth Core will use this session to present the hallmarks of a model interfaith campus as well as identify key action steps that university staff can take to implement these hallmarks. IFYC's methodology utilizes student leadership development and service-learning as primary ways to build religious pluralism on campus.			
489	Learning Outcomes in Academic Disciplines: Seeking Common Ground		
	<i>Sheraton Mayfair</i>		
	<i>Marybeth Drechsler, University of Maryland, College Park</i>		
	<i>Susan Komives, University of Maryland, College Park</i>		
Identifying and assessing student learning outcomes have become increasingly critical tasks for educators in recent years. National attention from the U.S. Office of Education's Spelling's Commission, in addition to the interface of colleges and universities with accrediting associations, has made learning outcomes a crucial issue. Groundbreaking projects, including Learning Reconsidered and Learning Reconsidered 2, have resulted in rubrics for developing Student Affairs learning outcomes. Yet, a question as to how these learning outcomes overlap with those of our academic counterparts remains. To inform the work of college and university educators, the presenters explored learning outcomes as established by discipline-based accrediting agencies for undergraduate students' learning and development. The research study involved investigating common themes, language, and other characteristics that may be useful for educators, and this presentation will report on the revealing findings.			
490	Leaving a Legacy: Creating a Divisional Assessment Review Process		
	<i>Marriott McHenry</i>		
	<i>Angela Kellogg, University of Wisconsin-Stevens Point</i>		
	<i>Shari Ellertson, University of Wisconsin-Stevens Point</i>		
	<i>Laura Ketchum-Ciftci, University of Wisconsin-Stevens Point</i>		
	<i>Shari Summers, University of Wisconsin-Stevens Point</i>		
Presenters will share the approach used by one institution to develop a division-wide assessment process as well as the products and resource materials that resulted from their work. Participants will learn about all aspects of the challenging process--from team development to reporting requirements to the development and use of an evaluation rubric. Through this example and others elicited in the session, participants will gain insights on how to move thoughtfully into developing or restructuring assessment review processes in Student Affairs.			
491	Legacy of the Dean: A 40-Year Update on Roles and Assumptions		
	<i>Sheraton Ballroom II</i>		
	<i>Ashley Tull, University of Arkansas</i>		
	<i>Judd Harbin, University of Arkansas</i>		
	<i>Aisha Kenner, University of Arkansas</i>		
	<i>Daniel Pugh, University of Arkansas</i>		
This program is based on a study conducted at the University of Arkansas, and approved by NASPA, on assumptions about the role of the Dean of Students. Researchers replicated a 1970 study by Dutton, Appleton and Birch titled, Assumptions and Beliefs of Selected Members of the Academic Community. The study informed Pieces of Eight: The Rites, Roles and Styles of the Dean by Eight Who Have Been There. Findings to be presented will include trend data between the original and the University of Arkansas study.			



492 Lessons Learned: Helping Black Women Achieve Professional Success



Sheraton Erie
Christina Davis, Princeton University
Stacey Miller, The University of Vermont
Daphne Wells, Morgan State University

Over the years progress has been made towards advancing the number of Black female leaders in the field of student affairs and higher education; however these advancements have come at a tremendous sacrifice, as Black female leaders continue to struggle with balancing both their professional ambitions with personal fulfillment. This interactive program will explore how Black female leaders navigate work environments at predominantly and/or historically white institutions where career advancement and professional success are often negatively impacted by stereotypes and misconceptions around their leadership. The goal of this presentation is to share theoretical and experiential knowledge with graduate, entry-level, and mid-level professionals to help assist them as they navigate the world of student affairs/higher education in preparation for future professional opportunities. This session should particularly benefit those who identify as Black women and who are interested in learning how to manage their career advancement as it pertains to their leadership styles and experiences. This session can also serve to further inform those who mentor and support Black female leaders. This session will be ideal for graduate, entry-level, mid-level, and senior-level professionals as means of enhancing the conversation and case study discussions.

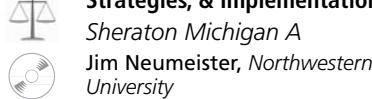
493 Measuring the Movement: Integrating Assessment into Practice



Sheraton Arkansas
Adam Peck, Stephen F. Austin State University

When asked why they chose the field of education, many student affairs practitioners will say, 'to make a difference' or 'change lives.' Tracking this difference is at the heart of assessment activity. This session will provide suggestions for integrating assessment into daily work in ways that cause and improve student learning, produce direct evidence of this learning and reduce anxiety about conducting effective assessments.

494 Medical Amnesty Policies: Elements, Strategies, & Implementation



Sheraton Michigan A
Jim Neumeister, Northwestern University

Medical Amnesty and Good Samaritan policies are increasingly popular tools to respond to high-risk alcohol and drug use on campus. They remain, however, deeply controversial. Based on a review of almost 100 policies, the scholarly literature, and our institution's experiences, this program will explore the numerous (and very tricky) elements, policy considerations, and strategic decisions associated with creating and implementing a comprehensive medical amnesty policy.

Featured Invited Session

495 Mid-level Strategies for Reinventing Our Work: Managing Up While Managing a Down-turn



Sheraton Ballroom I
Jeff Janz, Marquette University
Evette Castillo Clark, Tulane University
Karen Warren Coleman, The University of Chicago
Anna Gonzalez, University of Illinois – Urbana, Champaign
Gary Ratcliff, University of California – San Diego

Mid-level Student Affairs officers have an added challenge in times of fiscal austerity. They must serve as strong advocates for the needs of their people and their programs, while also being team players. Their senior student affairs officers will expect them to function for the good of the whole organization, while their own staff will expect them to defend their units. Join this panel of student affairs educators for thoughts on strategies for maintaining this delicate balance, as well as table discussions that help you bring them home.

496 Navigating the Relationship Between Presidents and SSAsOs



Marriott Grand Ballroom Salon I
Aaron Fetrow, Guilford College
Kent Chabotar, Guilford College

One of the critical questions facing our profession, the 2010 Annual Conference, and all of higher education concerns the development of new senior leaders in student affairs. In preparing the next generation of leaders in student affairs we cannot ignore the possibility of a path to college/university presidencies. This program will feature Guilford College's current president, a nationally renowned expert on higher education finance, and Guilford's current SSAsO. The focus of the presentation will address how an SSAsO can support his/her president in matters of general governance and how an institution's president can mentor and develop the institution's SSAsO. Stakeholders, including trustees, parents, students, and alumni, have serious concerns regarding the core business of institutions of higher education – the students. The presenters will demonstrate and discuss the obvious fact that all decisions at an institution of higher education have direct impacts on students and virtually all decisions that affect an institution's bottom line. Over the past five years, President Chabotar and Dean Fetrow have come to realize that on many matters involving strategic thinking and financial planning, input from the SSAsO is of critical importance to an institution's chief executive. Likewise, inclusion in this strategic thinking is critical to the development of senior leadership characteristics in student affairs. Presidents who ignore this critical component of the college in favor of input solely from the CFO or the chief academic officer miss valuable insights and student perspective and fail to prepare SSAsOs for advancement, both internally and externally. The presenters will share how their open communication styles and collegiality have resulted in wins for their institution with regard to public affairs, internal communications, and most importantly, the professional development and progression of the division of student affairs.



<p>497 Navigating Transition and Developing Your New Network</p> <p> Marriott Chicago E Amanda Williams, UNC Chapel Hill Julie Chase, Texas A&M - Qatar Colleen Drazen, University of Kansas Lauren Gannon, American Campus Communities Rachel White, Texas A&M - Qatar</p> <p>Navigating the transition between graduate school and professional life or from one job to the next is often a concern for new professionals. We are frequently left in a state of uncertainty if there is no established orientation or instant network of colleagues to assist in the transition. Studies suggest that meaningful involvement and relationships within organizations promote greater fulfillment and satisfaction. The presenters will discuss methods for getting established and creating a meaningful network within a new environment.</p>	<p>500 Peer Multicultural Dialogue Leaders' Learning: A Case Study</p> <p> Marriott Indiana/Iowa Rhondie Voorhees, University of Maryland</p> <p>This session will provide an overview of results and findings from a case study evaluation of college students' learning associated with participation in the Peer Multicultural Dialogue Leader training program in the Common Ground Dialogue Program at the University of Maryland. The research methods for the study and key findings will be discussed, including outcomes related to enhanced cognitive complexity, multiple perspectives, knowledge acquisition, skill development, self-awareness, and 'integrated transferability' (Voorhees, 2008).</p>	<p>503 Silk Road to the Future-International Learning Voyage to China</p> <p> Marriott Chicago C Kevin Huie, University of California, Irvine Kyle Hardy, University of California, Los Angeles Floyd Lai, University of California, Irvine Yu Lee, Legends of China Foundation</p> <p>As higher education challenges our students to be engaged in a rapidly growing, global society, student affairs professionals must increase their effort in developing and participating in initiatives that truly complement academic curriculum and institutional values. The Legends of China-Silk Road to the Future Program demonstrates how a student affairs partnership with an established foundation can place student affairs at the forefront of international education - a movement that is continually identifying strategies to enhance the student learning experience. By exposing NASPA educators to the Legends of China-Silk Road to the Future Program, participants in this program session will gain insight into developing an international learning opportunity for students that promotes cultural and international understanding. Moreover, program session participants will also discover how this opportunity indirectly lends itself to increase the overall inclusion and community on campus, as students' cultural competency is enhanced as a direct result of participation in this experience of a lifetime.</p>
<p>498 Online First-Year Experience: Bring the Campus to Online Students</p> <p> Univ. of Chicago Gleacher Ctr. 200 Kristen Betts, Drexel University</p> <p>Economic and demographic factors are driving online enrollments. However, with the proliferation of technology, students have become savvy consumers who expect high quality programming, convenience, and extensive support services. With competing programs only one click away, it is critical to engage students early in their enrollment through innovative programming and by bringing the campus to students. This session showcases Drexel University's Online First-Year Experience developed for the Master of Science in Higher Education Program.</p>	<p>501 Race and Leadership: Movement towards Complex Conceptualizations</p> <p> Marriott Addison John Dugan, Loyola University Chicago Rachel Brown, Loyola University Chicago Diana Chavez, University Chicago Alejandro Mendoza, Loyola University Chicago William Rodriguez, Loyola University Chicago</p> <p>This workshop explores how college students' collective racial esteem (CRE) influences the development of their capacity for socially responsible leadership (SRL). SRL is a critical college outcome grounded in the social change model, while CRE examines an individual's sense of self-concept related to membership in a broader racial group. This workshop offers implications of research differentiating between the categorical marker of race and CRE to increase the effectiveness of leadership development initiatives.</p>	<p>504 Strengthening Programming Via Learning Communities - Focus Areas</p> <p> Univ. of Chicago Gleacher Ctr. 404 Maurice Washington, Morehouse College Jarrett Coger, Morehouse College Franklin Soares, Morehouse College Marcell Spates, Morehouse College</p> <p>This program focuses on the developmental potential of learning communities and how such communities can infuse some context to the content to the overall residential experience. The presenters will discuss some of the research that highlights intellectual student development in learning communities and examine methods to encourage personal development. Participants will be lead through a review of the key elements of our learning communities and programming model where Resident Advisors are charged to produce programs dedicated to a specific topic area with an emphasis on service learning and advocacy.</p>
<p>499 Peer Financial Education: Empowerment on Both Sides of the Desk</p> <p> Univ. of Chicago Gleacher Ctr. 308 Danielle Champagne, University of North Texas</p> <p>The need for financial literacy and education on campus is well understood hot topic, but the structure and feasibility present a challenge considering the limited resources of many colleges and universities. Utilizing the student money management mentors, this program has provided a cost effective method for financial literacy programming using a student affairs model. This session introduces the UNT Student-to-Student Financial Success Project as a basis for peer-led programming and education for students from the student affairs perspective.</p>	<p>502 Recruitment, Retention, and Accommodation of a New Campus Group</p> <p> Marriott Chicago D Nasser Razek, The University of Akron Sandra Coyner, The University of Akron</p> <p>The increasing presence of Saudi students on American campuses and how institutions can best accommodate them are presented to provide essential information about this new student group. Their expectations, challenges, and adjustment factors as related to recruitment, retention, and success are discussed to provide valuable guidelines for administrators and faculty dealing with international students. Audience participations drawing upon their institutions' experiences are expected to enrich the discussion with various viewpoints.</p>	



<p>505 Student Affairs in Times of Crisis – A United Movement</p>  <p><i>Marriott Northwestern/Ohio</i> Angela Farrehi, <i>University of Michigan</i> Laura Blake-Jones, <i>University of Michigan</i> Rachel Naasko, <i>University of Michigan</i> Tracy Wright-Riley, <i>University of Michigan</i></p> <p>This workshop will highlight the national emerging standards of practice around campus crisis management, with a focus on the movement towards a more unified and collaborative model to crisis management across student affairs and academic affairs. We will discuss current practices used at the University of Michigan, including the coordination of efforts from several units across a large university in order to effectively manage various crisis situations, from individual student crises (e.g., student deaths) to large-scale crises (e.g., pandemic flu outbreak). Participants will have an opportunity to assess their own institutions' critical incident procedures and discuss challenges and barriers to effective support and management of critical incidents on campus.</p>	<p>507 TCU Transitions: The Evolution of a Collaborative Model</p>  <p><i>Marriott O'Hare</i> Don Mills, <i>Texas Christian University</i> Jason Byrne, <i>Texas Christian University</i> Chuck Dunning, <i>Texas Christian University</i> Jason Eagar, <i>Texas Christian University</i> Aisha Torrey-Sawyer, <i>Texas Christian University</i> Carrie Zimmerman, <i>Texas Christian University</i></p> <p>In 2003, TCU initiated Transitions, a revolutionary approach to co-curricular programming consistent with the progression of students' psychosocial developmental needs through the four-year experience. In 2006 Transitions won a NASPA Silver Excellence Award. This presentation reviews Transitions' origin, evolution, and what has been learned through the ensuing experience.</p>	<p>510 The Role of Campus Culture in Developing New Professionals</p>  <p><i>Univ. of Chicago Gleacher Ctr.</i> 400 Michael Siegel, <i>Suffolk University</i></p> <p>This session will introduce new professionals to use of campus culture as a frame for organizing educationally purposeful programs and structures. It will examine the way in which new professionals can invoke elements of culture - including values, traditions, stories, legends, physical artifacts, rituals, sagas, language, myths, and symbols - to guide their work and enhance the student experience. Practices, tools, and methods from institutions will be shared, and participants will have the opportunity to add cultural examples from their own institutions.</p>
<p>506 Student-Centered Sustainability Initiatives: Three Model Programs</p>  <p><i>Sheraton Ballroom III</i> Nathan Lindsay, <i>University of North Carolina Wilmington</i> Krista Harrell-Blair, <i>Old Dominion</i> Lindsey McDaniel, <i>University of North Carolina Wilmington</i> Diane Reed, <i>University of North Carolina Wilmington</i> Clifton Williams, <i>University of North Carolina Wilmington</i></p> <p>Without question, the nationwide emphasis on sustainability is increasing, but many institutions are still determining which initiatives will be most beneficial. At the University of North Carolina Wilmington, sustainability programs are occurring across campus, and students and student affairs professionals are setting the pace. This presentation outlines three sustainability efforts at UNCW that can be copied or modified for use by other institutions: a campus-wide sustainability week, a housing and residence life sustainability initiative, and a film series focused on sustainability issues.</p>	<p>508 The DREAM of Undocumented Students: Planting the Seed</p>  <p><i>Marriott Michigan/Michigan State</i> Susana DasNeves, <i>Waubonsee Community College</i></p> <p>Conversations around Immigration Reform and its impact on The DREAM Act have been in the agenda of legislators, educators, students, and community organizers for the past years. Professionals need to prepare for the 65,000 undocumented immigrants that graduate from high school each year and their ongoing arrival to our colleges and universities. Access to in-state tuition is good but can we facilitate academic and social integration of students whose economic and social mobility is restricted by the illegal status inherited from their parents?</p>	<p>511 The Value of Peer Mentoring for Graduate Students</p>  <p><i>Sheraton Ontario</i> Dana Onorato, <i>Georgetown Law</i> Amy Garrison, <i>Georgetown Law</i></p> <p>The transition into graduate and professional school can be challenging regardless of prior academic experiences. An effective peer mentoring program can provide assistance for new students as they make this transition. By providing a listening ear and the student perspective on academic expectations, the campus community, co-curricular opportunities, balancing academics and social life, peer mentors can make a positive impact on student satisfaction and retention. In this session, we will address how to establish and implement a peer mentoring program that will meet the needs of your entering class.</p>
	<p>509 The Power of One: Supporting Foster Youth in Higher Education</p>  <p><i>Marriott Great America</i> Tristan Garcia, <i>California State University, San Bernardino</i> Alfred Pérez, <i>University of Chicago</i></p> <p>What type of legacy do we want to leave the future of our foster youth? One that provides opportunities for growth and change or one that maintains the cycle of oppression and dependency on the social welfare system? The average foster youth student graduating from high school will not go to college. In fact, only 7-13% will enroll in higher education and only 3% will obtain a bachelor's degree compared to 27% of the general population. How do we as higher education professionals BE THE MOVEMENT and change the educational outcomes our foster youth students</p>	<p>512 Transfer-mation: Expectations and Experiences of Transfers</p>  <p><i>Marriott Chicago A</i> Ashley Friedman, <i>Arcadia University</i> Laura Bickert, <i>Arcadia University</i></p> <p>As the number of transfer students increase on our campuses, we must discover what their needs and expectations of an institution are, and determine ways to improve our practice in working with them. The presenters will challenge assumptions, present results of their campus-wide study, and recommend best practices for transfer students on our campuses. Information from this session can be used to inform key stakeholders about issues affecting retention, academic, and social success of this particular group.</p>





513 UNESCO World Conference on Higher Education: A Content Analysis



Sheraton Colorado

Robert Shea, Memorial University of Newfoundland

Achim Meyer auf der Heyde, Deutsches Studentenwerk

The UNESCO World Conference on Higher Education was held July 2009 in Paris, France. It was 11 years since the first UNESCO World Conference. This session will explore the outcomes of the 2009 meeting and the regional preparatory meetings held prior to the World Conference. An overview of the process, input, involvement of student service professionals and outcomes will be explored. An overview of future international opportunities for involvement will be identified.

514

Welcome Home to Washington: Fostering Veteran Campus Engagement



Marriott Halsted

Andy Sonn, The George Washington University

Brian Hawthorne, The George Washington University

Christy Willis, The George Washington University

Based on their experiences forming a veteran support system and planning a veteran services symposium at a private research university, join a student veteran, disability support services professional, and student affairs practitioner present a framework for understanding current issues and effective practices in serving student veterans. This session will detail the issues facing student veterans as they transition from the military to higher education and also tangible steps practitioners can introduce to encourage campus engagement for student veterans.

515

What Graduate School Didn't Teach You: For New Staff and Students



Marriott Clark

Anne Lombard, Ohio University

Juliana Mosley, Philander Smith College

Kent Smith, Ohio University

Research suggests there is a disconnect between graduate preparatory programs for entry-level professionals in student affairs and their (and their supervisors') perceived level of preparation. However, upwards of 20% of the student affairs workforce each year is comprised of and comes directly from graduate school. A panel of seasoned student affairs professionals will share strategies for making a better transition from graduate school into the first position including interview preparation, the importance of the first year on the job, and goal setting for the future.



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www.acenet.edu/programs/fellows

ACE AMERICAN COUNCIL ON EDUCATION
The Unifying Voice for Higher Education

3:30 p.m. - 4:45 p.m.

Tuesday, March 9



Wednesday, March 10

Wednesday, March 10

8:30 a.m. - 9:45 a.m.

7:00 a.m. Fun Run/Walk Meet in the Lobby of Marriott or Sheraton	8:00 a.m. – 12:00 p.m. EducationDynamics Meeting Room Marriott Grace	8:30 a.m. – 9:45 a.m. SSAO Think Tank 2010 Marriott Sheffield
7:30 a.m. – 8:30 a.m. NASPA 2010-2011 Joint Conference Planning Committee Meeting Sheraton #3101-NASPA President's Suite	8:30 a.m. – 10:00 a.m. 2011 NASPA Annual Conference Planning Meeting Sheraton Lincoln Boardroom	10:00 a.m. – 11:15 a.m. Closing Session & Featured Speaker - Sister Helen Prejean Sheraton Chicago Ballroom

Tuesday – 8:30 a.m. – 9:45 a.m.

516	A Good Call: Helping Students Explore Vocational Questions Marriott Watertower Jennifer Haworth, Loyola University Chicago John Dahlstrand, Loyola University Chicago Joseph Earley, Loyola University Chicago
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What do I love to do? What difference would I like to make in this world? How can I explore these questions in light of my career and life choices? These are the kinds of 'big questions' young adults want to ask during college. In this session, we describe two co-curricular 'mentoring communities' -- one inclusive and one non-inclusive of faith -- that have successfully helped college students engage and explore questions of meaning, purpose, and vocation in their lives.



Closing Keynote Speaker
Sister Helen Prejean
10:00 a.m. - 11:15 a.m.
Sheraton Chicago Ballroom

517	A Legacy of Hope: Fostering Excellence for Black Men in College Marriott Northwestern/Ohio Franklin Soares, Morehouse College Kendall Exume, Syracuse University Darren Hargrove Kelvin Harris, University of Maryland - Baltimore County David Jones, University of Massachusetts Lowell
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The lack of Black male student success continues to plague our college/university communities. This session will focus on fostering purposeful environments for Black males to achieve in college. Presenters will highlight current literature and statistics, in addition to best practices, and collaborative initiatives to help this population navigate through college and earn high achievement, both inside and outside the classroom. Presenters will provide testimonials which aid to the success of Black males in college.

518	Assessing the Impact of Academic Advising on Student Retention Sheraton Arkansas Steve Neer, National-Louis University
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Faced with decreasing undergraduate enrollment and retention, National-Louis University created a new Undergraduate Academic Advising Center (UAAC) in 2006. The UAAC was charged with increasing retention, graduation rates, and student satisfaction. Now three years since this implementation, NLU is assessing the impact of the UAAC. This session will focus on the development of an academic advising center for an at-risk student population and the assessment of student outcomes stemming from the creation of the UAAC.

519	Binge Drinking & Legal Purchase Age: A Cross-Country Comparison Marriott O'Hare Adrienne Keller, University of Virginia
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The question of whether the legal age for purchase and consumption of alcohol in the United States should be lowered (or raised) has once again become an issue that has captured public attention. Specifically, the Amethyst Initiative, which focuses on support from college presidents for renewed discussion of the minimum legal age, has garnered much publicity, with passionate supporters and equally passionate detractors. Heavy drinking is an important mediating variable between consumption of alcohol and negative consequences associated with consumption (see, for example, Turner et al. 2008). In a secondary analysis of data from two published studies, we examine the correlation between minimum legal age to purchase and/or consume alcohol and rates of heavy drinking among college students in 22 countries. The findings illustrate the importance of using reliable data to investigate actual relationships, rather than hypothesizing based on intuitively sensible relationships. Other empirical studies have demonstrated the direct positive correlation between rates of heavy drinking (variously labeled 'binge' drinking or hazardous drinking) and negative outcomes such as poor academic performance, fighting and driving under the influence (Turner et al., 2004). These findings therefore suggest that the remediation of such negative consequences cannot be accomplished by simply raising the minimum legal age for purchase and/or consumption of alcohol, which in turn suggests that education might be more important than – or at least as important as – legislation.





- 520 Breaking the Barriers: Moving "At Risk" Students to Success**
KEY *Marriott Chicago B*
Yvonne Dorsett, Sinclair Community College
Scott Markland, Sinclair Community College
Elizabeth Price, Sinclair Community College
- The Individual Learning Plan (ILP), grounded in student development theory, is a holistic, resource rich case management approach that increases retention and success for high risk students. The ILP, supported by a web-based student tracking and record keeping system, moves students from intensive support to self-service. Participants will find many best practices of the ILP can be easily modified or duplicated on their campuses. The ILP is a 2009 NASPA Excellence Awards Gold and Grand Silver Award winner.
- 521 CHANCE Program**
KEY *Marriott Chicago H*
Denise Hayman, Northern Illinois University
- College entry programs are key components used to diversify higher education. Equal access programs often offer opportunities for students to attend college who may not otherwise. In many ways these programs have transformed the academy. This session will outline the inception and beginnings of the CHANCE Program at a majority institution with more than a 40 year history. Participants will learn how academic and student affairs faculty and staff have worked together to create this unique experience designed to promote academic inclusiveness, cultural diversity and understanding.
- 522 Communication Across Campus Organizational Subcultures**
BOOK *Sheraton Superior B*
Robert Beodeker, Suffolk Community College
Scott Reikofski, University of Pennsylvania
- This session explores the role of organizational and occupational cultures as both a barrier and a bridge to a more integrative learning environment. While reviewing primary theories of organizational culture, participants will identify core characteristics of higher education culture, professional & disciplinary subcultures, and their juxtaposition within institutional environments. Based upon literature on intercultural communication, participants will leave with strategies for negotiating between campus subcultures building partnerships & alliances.
- 523 Discipline, Drinking, and the Dean of Men during Prohibition**
BOOK *Sheraton Colorado*
Michael Hevel, University of Iowa
- This session explores Dean of Men Joseph Bursley's role in disciplining students who drank alcohol at the University of Michigan during Prohibition (1919-1933). Based on rich archival records, this historical study demonstrates how Bursley supported students, enforced policies, collaborated with faculty, worked with fraternity alumni, communicated with parents, and attempted to eliminate illegal alcohol use. Today's professionals can inform their practice by learning how an early student affairs administrator dealt with seemingly timeless issues.
- 524 Empowering and Advocating for Latino Greek Organizations**
KEY *Marriott Chicago A*
Taryn Ozuna, University of Texas at Austin
Estee Hernandez, Baylor University
Olga Rodriguez, Baylor University
- The Latino population is increasing across the country. As these students matriculate, opportunities for engagement are critical to their success. A Latino Greek Organization (LGO) offers a supportive environment and can also serve as a retention tool for colleges and universities. This session will provide a brief overview of LGO sororities and fraternities, as well as provide innovative practices to engage these particular student organizations to promote student development, institutional commitment, and retention.
- 525 Forging Partnerships: Create, Change & Collaborate**
KEY *Marriott McHenry*
Mark Kelly, Columbia College Chicago
Louise Love, Columbia College Chicago
Brian Marth, Columbia College Chicago
Keri Walters, Columbia College Chicago
- 'Create...Change' is the institutional motto at Columbia College Chicago, an arts and media college in the 'south loop' of downtown Chicago. The motto is a physical presence as it is literally painted on buildings and displayed in windows across the urban campus. The motto is also figuratively present as Columbia has created and endured numerous and significant changes over the past ten years. In addition to reorganizing one academic structure into three schools, the college also created a division of student affairs, expanded their residential options, and significantly increased undergraduate enrollment. The presenters will share the dramatic changes that have occurred at Columbia over the past ten years, and they will reflect on the impact of these changes on the campus environment, curriculum, and student learning. As both a necessity for progress and a result of this growth, a partnership between academic and student affairs has been established and continues to strengthen each academic year. Institutional leaders from both academic and student affairs will reflect on this partnership, including both the benefits and obstacles to this collaboration. Special attention will be paid to the partnerships created while rethinking the senior experience and career services for the arts and media industries, developing an integrated first year experience, and completely revamping the academic advising model on campus. The workshop will request that participants will reflect on their own institutional partnerships, while hopefully encouraging most to create, change and collaborate when they return to their own campuses.
- 526 It Takes a Whole Campus to Educate a Student**
KEY *Marriott Chicago C*
Julia Noyes-Kothe, Colorado State University
Cynthia Spang-Tate, Colorado State University
- Transformational education is taking place at Colorado State University through a partnership between academic affairs and student affairs. The ACCESS project is examining how to help diverse populations of students succeed in higher education through interventions both in and out of the classroom using a combination of Universal Design for Learning and Self-Advocacy training. Find out why these strategies are the winning combination and how Student Affairs can make it happen.



527 Media's Marginality: Tv's Effects On Lgbt Student Self-Perception

 Sheraton Erie

Joshua Johnson, Northern Illinois University

Media and TV play enormous roles in socializing college students, and they must continue to be challenged on the depiction or lack of depiction of minority groups. This multi-media presentation will discuss the effects media has on the self-perception of gay and lesbian students. It will cover a historical overview of media's portrayal of gays and lesbians to today's top college TV shows' portrayal of gays and lesbians. Participants will gain strategies to challenge media's heteronormative frames and build critical viewers on all campuses.

528 Moving Students to a Community Perspective: A Legacy of Caring

 Marriott Chicago G

Ruth Davison, University of West Florida
Michael Jasek, University of West Florida

Learn about UWF's innovative approach to handling student conduct cases and how the Office of Student Rights and Responsibilities uses a collaborative case team approach to best serve students. Explore how the cognitive-structural theories of Kohlberg and Gilligan and developmental intervention theory inform our practice. This program highlights the efforts UWF has undertaken to provide a caring and developmental approach to student conduct issues.

529 Once Upon a Time: Using Data to Tell Your Organization's Story

 Sheraton Mayfair

Lance Kennedy-Phillips, The Ohio State University
Kellie Uhrig, The Ohio State University

A brand is a relationship. It is not a statement. It is not a matter of contrived images or snappy slogans. A brand is a special relationship built on trust between the organization and its constituents. The presenters have developed a model that integrates principles of marketing, assessment, and organizational learning to develop a successful branding initiative at a Midwestern public research university. The presenters will discuss the model that guides their work in marketing and organizational effectiveness, while leading the participants through a guided discussion of the principles of effective branding and how those principles can help them achieve their performance goals.

530 Saying 'Yes, And' to Conflict: Building Sustainable Relationships



Marriott Michigan/Michigan State

Colin Stewart, Regis University

Brian Anderson, Marquette University

Colin Stewat, Regis University

In this session, you will learn how to use the tenets of improvisation and apply them to student learning and development. This interactive session will provide you with the opportunity to participate in exercises and role playing activities that are centered around saying 'Yes, and' to conflict. It is through embracing conflict that you will learn the value it brings to building sustainable relationships with students.

531 The Co-Curricular Storm: Growth of a Campus-Wide Initiative



Marriott Lincolnshire

Rachel Harris, Northern Michigan University

David Bonsall, Northern Michigan University

Seth Hill-Kennedy, Northern Michigan University

What if there was a university program that focused on student leadership, civic engagement, diversity awareness, and real-world experience? What if this program monitored and catalogued student's outcomes and reflections? What if this program was accessible to the entire student body? From its beginning, Superior Edge has grown to 1,800 participants (20% of the student body). Staff will show how a broad-based student development program with defined learning outcomes can be made accessible to large numbers of very busy students on any campus.

532 Toward Demystifying Multicultural Affairs: A Decade Cohort Study



Marriott Armitage

Preston Hicks, Western Michigan University

Campus diversity is among higher educations' most public, embattled, and defining discourses. Research dedicated to the topic of multicultural affairs administrators precipitously lags, in the face of the pronounced institutionalization of multicultural student affairs offices, palpable social friction, and student population trends that forewarn marked increases in the number and presence of historically underrepresented American and international students. This study began with five of the nine participants from the 1996-1997 cohort and their successors. Nine shared themes emerged across narratives: motivation, occupational stresses, leadership, power, identity, relationships, performance, and faith. Selected themes were framed for analysis using occupational stress theory (Kenny, 2000), job characteristics model of work motivation (Hackman, 1976), and psychological hardness theory (Kobasa, 1979). An emergent theory of compounded marginality is proposed and juxtaposed to the extant concept of multiple marginality (Freng, 2007; Cuadraz, 1996, 2005). This research is made possible through a grant from the NASPA Foundation in cooperation with NASPA – Student Affairs Administrators in Higher Education.

533 Town-Gown Legacies: Movement Towards Civic Engagement



Marriott Great America

Lori Hurvitz, The University of Chicago

Renewed ideas of engagement ask institutions to redefine their engagement priorities and address pervasive social issues. The University of Chicago is committed to enhancing the quality of life and contributing to the vitality of the City of Chicago. In turn, Chicago serves students and faculty as a living laboratory for addressing social issues. Join a panel of experts involved in the creation and implementation of Chicago Studies, a new civic engagement initiative, and investigate creating linkages between your own institution and community.



MONDAY

Session 1:

A Study of Alcohol Use in Residence Halls and Greek Chapters
Monday, March 8, 12:45 - 2:00 PM, Superior - Sheraton - B

Session 2:

Freshmen in Triple Rooms: Maximizing Learning
Monday, March 8, 2:15 - 3:30 PM, 400 - Univ. of Chicago, Gleacher Center

Session 3:

A Hierarchy of Freshman Retention: Spotlighting Three Levels
Monday, March 8, 2:15 - 3:30 PM, Huron - Sheraton

Session 4:

MAP-Works: A Student Retention and Success Program
Monday, March 8, 2:15 - 3:30 PM, Michigan - Sheraton - B

TUESDAY

Session 5:

Using Assessment Data Across All Levels of Campus Housing
Tuesday, March 9, 11:00 - 12:15 PM, 308 - Univ. of Chicago, Gleacher Center

Session 6:

How to Transform Data into Positive Change
Tuesday, March 9, 12:30 - 1:45 PM, Chicago - Marriott - A

Session 7:

Affective vs. Cognitive Learning: Fraternity/Sorority Experience
Tuesday, March 9, 12:30 - 1:45 PM, Mayfair-Sheraton

Session 8:

Improving Retention Rates and Success Among African-American Men
Tuesday, March 9, 12:30 - 1:45 PM, Michigan - Sheraton - A

Session 9:

Building a Legacy Requires Early Student Integration
Tuesday, March 9, 3:30 - 4:45 PM, Superior - Sheraton - B



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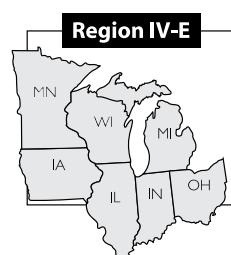
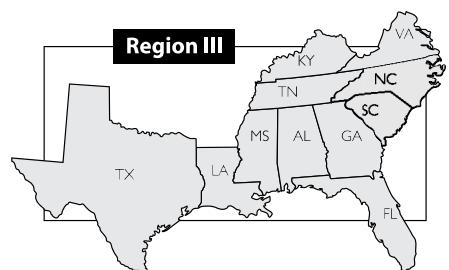
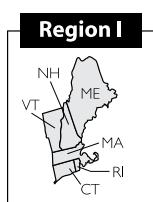
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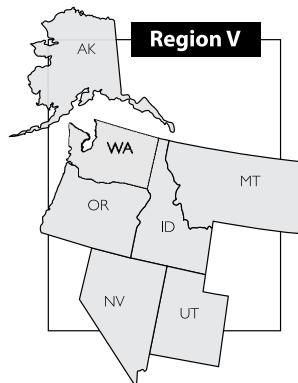
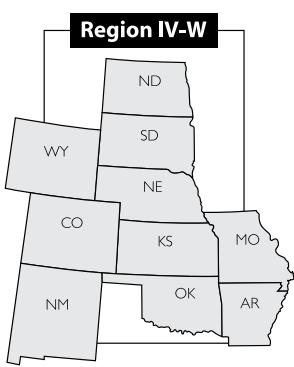
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Glossary of Terms

Awards Luncheon – Everyone may attend, but tickets must be purchased in advance since space is limited. If you did not purchase a ticket this year, think about it for next year, as the awards luncheon provides an opportunity to learn about the wonderful people who make the student affairs profession so dynamic

Business Meeting – The NASPA Annual Business Meeting is open to all NASPA members and conference participants. Join the NASPA Board of Directors and learn about the state of the association. At the end of the Business Meeting, the gavel will be passed to the incoming president, Mike Segawa.

Case Study Competition – The Graduate Students and New Professionals Case Study Competition is a way for graduate students and new professionals to apply their knowledge of student affairs, receive feedback from seasoned professionals, and compete for recognition.

Community Fair – This event is open to all conference participants and highlights the knowledge communities, regions, and divisions of NASPA. The Graduate Preparation Programs Fair is also during this event.

Cyber Café – Open to all conference attendees to check e-mail or browse the web. The Cyber Café is open throughout the conference.

Faculty Breakfast – Open to all faculty (tenure track and adjunct), this informal breakfast provides the opportunity to discuss graduate preparation of future student affairs professionals.

Graduate Preparation Programs Fair – Representatives from over 50 graduate preparation programs will be available to discuss their programs and distribute literature. Get information about master's and doctoral programs from across the country for yourself or to share with students on your campus.

International Symposium – Held prior to the conference, the Symposium serves as the venue for student affairs leaders from around the world to meet and share ideas.

JASPA – Jesuit Association of Student Personnel Administrators

Knowledge Community (KC) – The KCs provide opportunities for professionals with similar interests to explore topics for discussion and debate, to exchange programming ideas, and to focus on issues for the consideration of the board of directors. Participation is open to any NASPA member.

NASPA Foundation – The NASPA Foundation furthers research that contributes to increased understanding of the complexities of collegiate culture and furthers professional development of student affairs administrators through the contributions of NASPA members and friends.

Law and Public Policy Breakfast Briefing – Open to all conference participants, this briefing presents an excellent opportunity to hear from NASPA leadership on the latest public policy developments impacting student affairs and students.

NUFP – NASPA Undergraduate Fellows Program (NUFP) is a semi-structured mentoring program for traditionally underrepresented undergraduate students wishing to explore and better understand the field of student affairs and/or higher education.

Pre-Conference Workshops – These workshops are extended learning sessions that take place prior to the official opening of the conference. Participants need to register for these full- or half-day extended learning sessions.

Region – NASPA has seven regions, numbered I through VI (IV is divided into IV-East and IV-West). All states, Canadian provinces, and member countries are assigned to one of the regions. Much planning and professional development occurs at the regional level. For a map of the various regions, please see pg. 102.

Regional Reception – Attending this is a good opportunity to get to know others in your region. Regional Receptions take place on Monday, March 9, from 9:00 – 11:00 p.m. Check the Monday schedule for exact locations.

Session Formats – NASPA uses different terms to describe various types of gatherings. The following are the most common:

Ancillary program: A program that is not a content-based presentation for general attendance.

Institute: An intensive workshop or seminar on selected topics related to a particular area of the field.

Panel: A group of practitioners who discuss before an audience a topic or topics relating to their area of the field.

Roundtable: A meeting for deliberation on a particular topic, usually involving a limited number of participants.

Seminar: A meeting for sharing information. A seminar is usually informal and discussion-focused.

Summit: A meeting of high-level leaders, usually called to shape a program of action.

Symposium: A meeting at which several experts in the field deliver short addresses or papers on a topic or related topics.

Workshop: A brief intensive education program emphasizing interaction and exchange of information. Designed for a relatively small group of people, a workshop focuses on specific techniques and skills in a particular field.

Silent Auction – This fundraiser takes place in the exhibit hall and helps support research in the student affairs profession. You can bid on items ranging from travel to professional development speakers to university sports memorabilia.

Sponsored Programs – Each of the NASPA knowledge communities and divisions has the opportunity to sponsor programs at the conference that reflect their focus in student affairs. Each of the NASPA KCs and divisions has the opportunity to sponsor programs at the conference that reflect their focus in student affairs.

University/College Receptions – Colleges and universities with strong student affairs graduate preparation programs often hold socials for alumni and friends. These are open to all and are listed throughout the program.

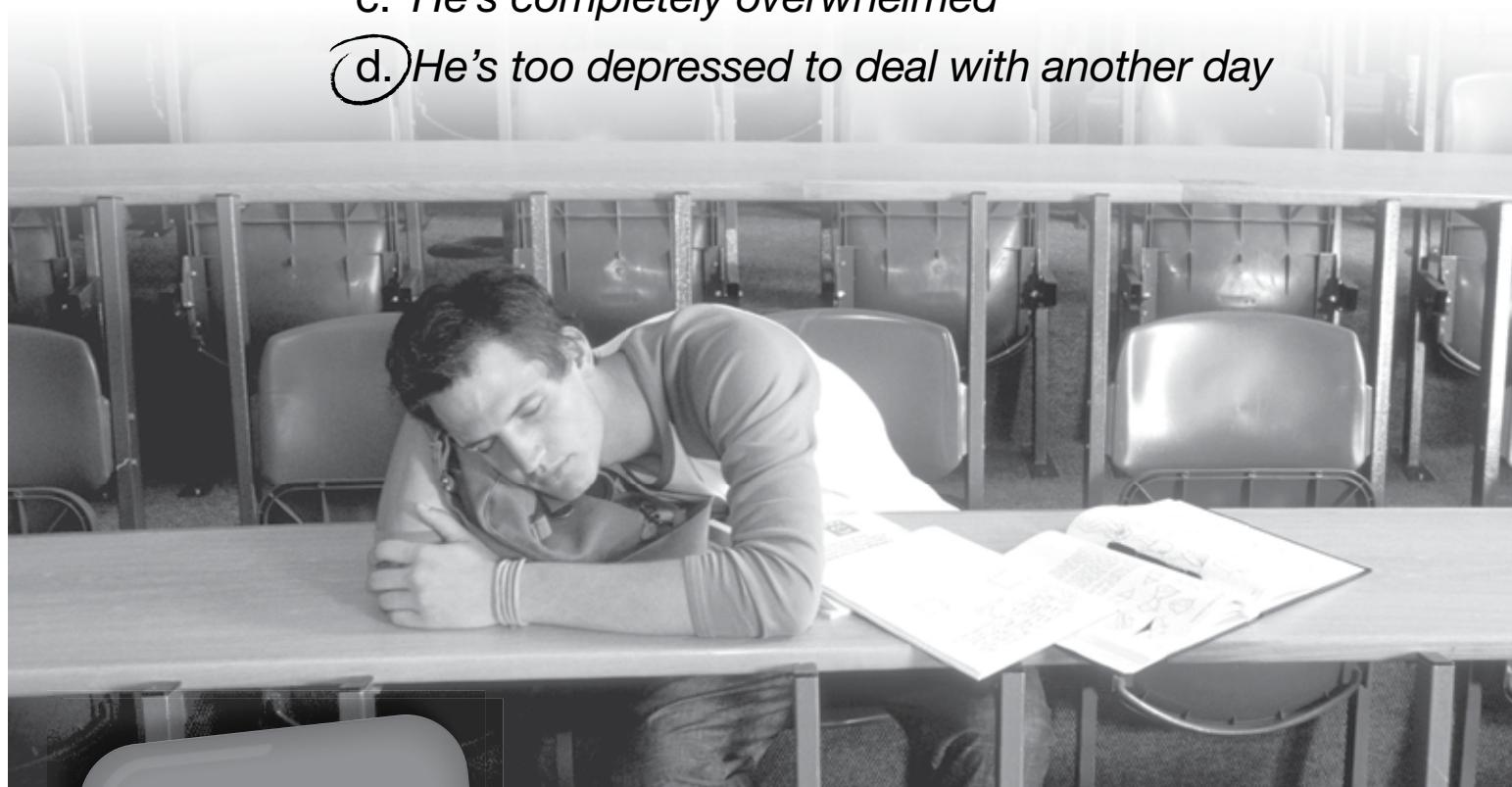
Volunteers – NASPA could not survive without volunteers. If you would like to volunteer during the conference and have not already signed up, opportunities are still available by inquiring at the volunteer check-in table.

Voting Delegate – The voting delegate of NASPA is the most senior student affairs officer at a member institution.



He's sleeping in the afternoon because:

- a. *He's been up studying all night*
- b. *He's hung over from partying*
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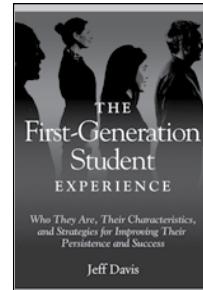
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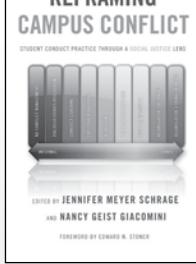
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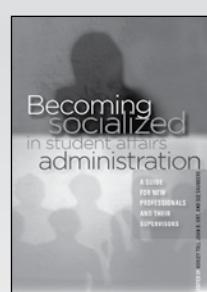
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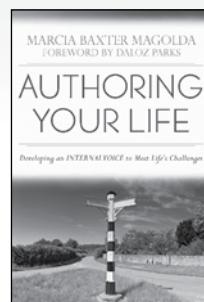
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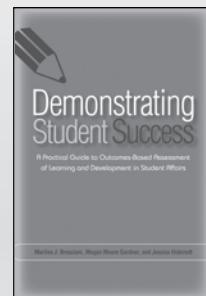
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514 ASI Campus Laundry Solutions			SILVER	218 National Resource Center for the First Year Experience & Students in Transition	
322 Associates in Professional Counseling & Coaching			116 New England Woodcraft		
213 Association for Christians in Student Development			716 North-American Interfraternity Conference		
615 Association of Fraternal Leadership & Values			222 Novalys		
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Monday, March 8 - 10:00 a.m. – 3:00 p.m.

Tuesday, March 9 - 8:00 a.m. – 12:00 p.m.

Monday, March 8

- 11:15 a.m. - 12:30 p.m. Lunch with exhibitors
- 12:30 p.m. Gift Card Raffle # 1*
- 1:15 -1:45 p.m. Coffee Break with Exhibitors
- 3:00 p.m. Gift Card Raffle # 2*

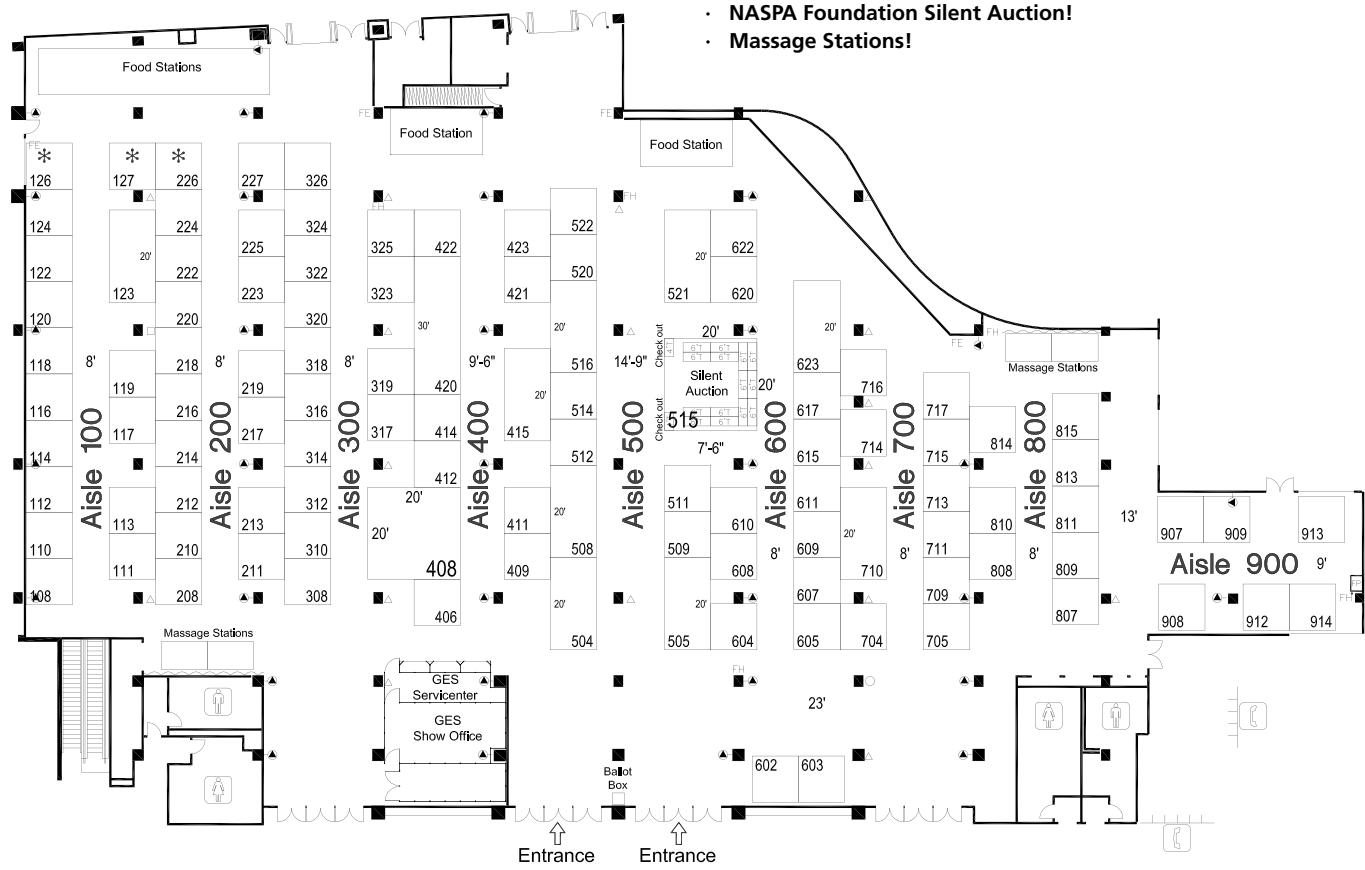
Tuesday, March 10

- 8:00 – 9:15 a.m. Breakfast with exhibitors
- 11:00 a.m. Gift Card Raffle # 3*
- 12:00 p.m. Bonus Raffle: 2011 NASPA Annual Conference Registration & Hotel

* Please see raffle entry card in welcome bag.

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Celect.org is the leading provider of web-based network services for membership organizations that act as a hub to seamlessly connect communities of all sizes. Our patent-pending technology makes it easy for organizations to communicate with its members in real-time, maintain accurate member information, and accept donations and provide ecommerce online.

Center for Student Studies**Booth 605**

Survey Sciences Group, LLC, 220 East Huron, Suite 440, Ann Arbor, MI 48104

Phone: 734-527-2150

www.studentstudies.net

Center for Student Studies offers survey research solutions for higher-education research and assessment studies. Key studies conducted at CSS include the Multi-Institutional Study of Leadership, the National Study of Living-Learning Programs, and the Healthy Minds Study, among others.

Centers, LLC**Booth 609**

1140 Connecticut Ave., NW, Suite 400, Washington, DC 20036

Phone: 202-266-3460

www.centersusa.com

Centers provides comprehensive recreation management services exclusively to colleges and universities, employing the best practices and professionals to optimize resources and the strategic value of clients' facilities and programs.

****** Chartwells Higher Education****Dining Services****Booth 408**

3 International Drive, Rye Brook, NY 10573

Phone: 914-935-5384

www.eatlearnlive.com

Nourishing students is not only our business; it is our commitment to the communities in which we serve. Chartwells is a diverse family of dedicated food and nutrition specialists serving the academic community. We deliver customized solutions that benefit our partners through innovative programs.

ConnectYard Inc.**Booth 220**

508 Hamburg Turnpike, Suite 105D, Wayne, NJ 07470

Phone: 973-494-8041

www.connectyard.com

ConnectYard specializes in helping colleges and universities effectively leverage the power of social networking sites, like Facebook and Twitter, to better connect students, build a feeling of community and provide enhanced academic support - all of which positively affect a student's persistence through graduation.

Connexio Media**Booth 715**

4609 N. Prospect Rd. Suite 200, Peoria Heights, IL 61616

Phone: 309-635-2677

connexiomedia.com

Connexio Media specializes in outdoor digital displays for the college and university campus market. Through strategic placement on campus, the digital display network provides the capability to alert, inform, and message to campus visitors, students, faculty and staff in real time.

Core Institute**Booth 126**

374 East Grand Avenue, Southern Illinois University, Carbondale, IL 62901

Phone: 618-453-4420

www.siu.edu/~coreinst

Core Institute is the leading research, assessment and development organization serving alcohol and drug prevention programs across the nation.

Eco Promotional Products, Inc.**Booth 316**

2340 N. Hazeltime Drive, Vernon Hills, IL 60061

Phone: 847-520-1771 • Toll Free: 877.326.9467

www.ecopromotionsonline.com

Full-line of environmentally and socially responsible promotional products. Merchandise categories include, awards, apparel, technology, tradeshow, drinkware, totes, conservation, packaging and presentation to brand you in a "green" way. Products are made from either recycled, organic, biodegradable, rapidly renewable resources materials, made in the USA or any combination. Woman owned company.

**** Ecologic Industries LLC****Booth 607**

3210 Oak Grove Ave, Waukegan, IL 60087

Phone: 847-234-5855

www.ecologicindustriesllc.com

Ecologic began in 1989 with the goal to manufacture the highest quality furniture for educational facilities using environmentally friendly materials whenever possible. Ecologic manufactures nine series of furniture and three series of lounge products in Traditional and Residential Stylings. Ecologic offers many choices for your Green Building needs.

****** Educational Benchmarking Inc (EBI)****Booth 521**

1630 W Elfindale St, Springfield, MO 65807

Phone: 417-429-0081

<http://weebi.com>

Educational Benchmarking (EBI) is focused on the improvement of the college experience. EBI offers over fifty nationally benchmarked assessments enabling institutions to identify key areas that will have the greatest impact on overall improvement. MAP-Worksⁱ½ is the newest EBI program focusing on student success and retention.

ELAN Publishing Company, Inc.**Booth 907**

PO Box 683, Meredith, NH 03253

Phone: 800-258-2000

www.startsmartplanners.com

ELAN Publishing Company specializes in creating custom planners for students. Design your planner your way! Have it exactly as you want! We, at ELAN, look forward to working with you to meet the needs of your students and capture the spirit of your school.

**** Enrollment & Retention Services****Division of EducationDynamics****Booth 603**

1350 Edgmont Ave, Suite 1100, Chester, PA 19013

Phone: 201-377-3329

www.EducationDynamics.com

EducationDynamicsⁱ½ Enrollment and Retention Services provides some of the only online enrollment and retention management programs in higher education. They are designed to engage, monitor and ensure continuous engagement through the enrollment process and beyond. To learn more, visit www.educationdynamics.com/services/enrollment-retention.



**Foliot Furniture****Booth 623***721 Roland-Godard Blvd., St-Jerome, QC
J7Y 4C1**Phone: 450-565-6659 233**www.foliot.com*

An exciting program of fine and durable furniture products dedicated to serving the North American college and university market. We continually seeks new environmental products and our current casegoods are available in Nu Green panels FSC certified product.

Growing Leaders, Inc.**Booth 317***3550 Corporate Way, Suite C, Duluth, GA
30096**Phone: 770-495-3332**www.GrowingLeaders.com*

Growing Leaders partners with schools to help them nurture a leadership culture through EPIC leader development programs. They provide training resources specifically designed for Gen Y including books, DVDs, assessments, on-campus equipping events and training kits for staff and students, including a comprehensive program the first year experience.

Hanbury Evans Wright Vlattas + Company**Booth 225***120 Atlantic Street, Norfolk, VA 23510**Phone: 757-321-9600**www.hevw.com*

HEWV is a national leader in the field of planning and design on the American campus, having worked with more than 90 colleges and universities across the United States, in Mexico and abroad. The firm of 80+ professionals provides services in architecture, planning, historic preservation, landscape architecture, and interior design.

**** Heartland Campus Solutions****Booth 705***2115 Chapman Road, Suite 159,
Chattanooga, TN 37421**Phone: 800-332-4835*

Heartland Campus Solution's OneCard is a multi-functional ID card that pays for it all – dining, books, laundry, vending, printing, off-campus purchases and more. You only need OneCard, which can also be used for facility access, attendance, tuition payments, paychecks ... and more.

Hesselbein Global Academy for Student Leadership and Civic Engagement**Booth 119***University of Pittsburgh, 738 William Pitt Union, 3959 Fifth Avenue, Pittsburgh, PA 15260**Phone: 412-624-5203**www.hesselbein.pitt.edu*

The Hesselbein Global Academy for Student Leadership and Civic Engagement aims to produce a cadre of experienced, ethical leaders who will be prepared to address the most critical national and international issues and to advance positive social and economic initiatives throughout the world.

High Impact Training**Booth 227***PO Box 833, St. Cloud, MN 56302**Phone: 320-259-8222**www.hit4you.net*

High Impact Training offers customized learning experiences with superior service for higher education, corporate and not-for-profit organizations. We are committed to changing people's lives and creating a learning environment in which participants are powerfully engaged.

Higher Education Research Institute**Booth 111***3005 Moore Hall, Los Angeles, CA 90095**Phone: 310-825-1925**www.heri.ucla.edu*

The Cooperative Institutional Research Program (CIRP) is the nation's largest and oldest study of higher education, involving longitudinal data on 1,900 institutions and over 12 million students. Administered by UCLA's Higher Education Research Institute, CIRP consists of the Freshman Survey, Your First College Year Survey, and the College Senior Survey.

i911 Campus**Booth 522***1650 Market Street, Suite 3600,
Philadelphia, PA 19103**Phone: 215-543-3800**www.i911campus.com*

i911 Campus is a mobile application that speed-dials your campus safety office while simultaneously sending the dispatcher the caller's GPS location and personal profile information, such as a photo, emergency contact, and special needs. The app is FREE to students nationwide and the dispatch system runs on a standard PC.

Integra Furniture**Booth 620***PO Box M, Walworth, WI 53184**Phone: 800-235-0234 • Toll Free: 800-235-0234**www.integraseating.com*

Integra's seating and tables are specifically designed to withstand the high-use requirements of student environments, such as residence halls, lounges, unions, libraries & dining areas. Modular design allows for replaceable components which is more cost effective and sustainable. Innovative products include tablet arms tested to hold 300 lbs.

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Joseph Schechtman & Associates works with colleges, universities, public schools and directly with individual students to help improve student retention and graduation rates. Using Brain Dominance profiles, learning styles, and Brain Gym, the company has developed programs for instructors, counselors, and residential staff to help all students succeed.

Jossey Bass, A Wiley Imprint**Booth 420***989 Market Street, San Francisco, CA 94103**Phone: 415-782-3211**www.josseybass.com, www.wiley.com/wiley-blackwell*

Jossey-Bass, an imprint of Wiley, provides professionals in the higher education community with leading edge books, training materials and periodicals. Our Internet site can be accessed at www.josseybass.com. Announcing the publication of *The Handbook of Student Affairs Administration 3e*, sponsored by NASPA.

KSQ Architects, PC**Booth 124***406 South Boulder, Suite 500, Tulsa, OK 74103**Phone: 918-592-0622**www.ksqarchitects.com*

KSQ Architects, PC has served education related clients since its inception in 1988. We are an architectural & interior design firm specializing in the planning and implementation of Student Life Facilities. Our Principal driven design approach has proven successful on more than 50 campuses nationwide.



L.A.M. ENTERPRISES, INC.**Booth 214**

513 Acorn St., Suite B, Deer Park, NY
11729

Phone: 631-254-6600

L.A.M. provides printed and promotional products for colleges and universities. Some of our most popular products are as follows: Express Check Out Envelopes, Check-In Booklets, Parents Guides. We have over 800,000 promotional products available! We also offer complete design and graphic arts services.

LeaderShape, Inc.**Booth 608**

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61820

Phone: 217-351-6200 • Toll Free: 800-
988-5323

www.leadershape.org

Our vision: A just, caring, and thriving world where all lead with integrity and a healthy disregard for the impossible.

****** Life Advantages****Booth 406**

2716 Edgewater Ct, Weston, FL 33332

Phone: 954-349-8280

www.lifeadvantages.com

Life Advantages provides online resources that help people prepare and deal with life's daily emotional issues. Our resources are all best-in-class and are very user friendly. We serve several million users and over 20,000 companies. We are currently evaluating what resources would best serve the needs of the college student marketplace.

Lifetopia Corp.**Booth 118**

598 Broadway, 9th Floor, New York, NY
10012

Phone: 646-264-0726

lifetopia.net

Lifetopia Roommates allows students to self-select compatible roommates from a secure web-based community. Lifetopia Housing centralizes a housing department's entire available inventory into a single on-line marketplace, reducing vacancy and leveraging visibility for the schools available housing.

Magnum Magnetics**Booth 909**

801 Masonic Park Rd., Marietta, OH
45750

Phone: 800-258-0991

www.magnummagnetics.com

Magnum Magnetics manufactures flexible magnetic sheeting with a selection of laminates and adhesives to provide printed options for a wide variety of printers and printing presses. Stop by and ask about our new green product, NatureMagTM.

Maxient LLC**Booth 314**

102A Sunset Avenue, Charlottesville, VA
22903

Phone: 434-295-1748

www.maxient.com

As the nation's foremost provider of student conduct administration software, Maxient offers a one-stop, completely customizable, web-based solution that fits your budget. Extensive features, 24/7 support, and our unparalleled blend of technology-savvy staff with hands-on experience in student affairs makes Maxient the ideal choice for all your student conduct needs.

Media Education Foundation**Booth 216**

60 Masonic Street, Northampton, MA
01060

Phone: 413-584-8500 2205

www.mediaed.org

MEF produces and distributes documentary films to inspire critical reflection on the social, political, and cultural impact of mass media. MEF films inspire students to make sense of complicated cultural issues so that they can move from being passive consumers of media content to engaged citizens in a democracy.

mtvU**Booth 814**

1540 Broadway, 33rd Floor, New York, NY
10036

Phone: 877-800-4483 • Toll Free: 877-
800-4483

www.mtvUser.com

Broadcasting to over 760 colleges nationwide, with a combined enrollment of over 7.6 million, mtvU is the leading media network exclusively for and by college students. mtvU also owns and operates College Media Network, the largest online college newspaper network, and RateMyProfessors.com, the Internet's largest listing of collegiate professor ratings.

MyStudentBody/Inflexxion, Inc**Booth 318**

320 Needham Street, Suite 100, Newton,
MA 02464

Phone: 617-332-6028

www.mystudentbody.com

MyStudentBody, an innovative online college health program, is geared to a dual audience. MyStudentBody addresses both the health risks facing college students and the administrative concerns of campus professionals. MyStudentBody contains interactive features such as an integrated risk and behavior assessment and tailored content customized by the student.

**** NACDA Consulting****Booth 113**

290 Interstate North Circle, Ste. 200,
Atlanta, GA 30312

Phone: 770-618-8413

nacdaconsulting.com

NACDA Consulting is a comprehensive solutions-based consulting company focused exclusively on the collegiate marketplace. We offer athletic departments and institutions a single-entity resource across an extensive platform of services, including feasibility studies, strategic planning and operational assessments.

National Behavioral Intervention Team Association (NaBITA)**Booth 112**

20 Callery Way, Malvern, PA 19355

Phone: 610-993-0229

www.nabita.org

NaBITA is an organization for the support and professional development of behavioral intervention team members. We are committed to providing education, resources and support to professionals in schools and in the workplace who endeavor every day to make their campuses and workplaces safer through caring prevention and intervention.

National Panhellenic Conference, Inc. (NPC)**Booth 717**

618 Fourth Avenue, Warren, PA 16365

Phone: 814-723-7600 • Toll Free: 800-
825-5575

www.whirleydrinkworks.com

Whirley-DrinkWorks! has 50 years experience designing & manufacturing souvenir fountain bottles & other food & beverage containers. All products are Reusable # BPA Free! We offer a full range of services including custom graphics, new product development, merchandising & marketing programs to help our customers increase food & beverage sales.





National Resource Center for the First Year Experience & Students in Transition

Booth 218

1728 College Street, University of South Carolina, Columbia, SC 29208

Phone: 803-777-6225

www.sc.edu/fye

The stated mission of the National Center for The First-Year Experience and Students in Transition is to support and advance efforts to improve student learning and transitions into and through higher education. This is accomplished through organizing and implementing professional development opportunities, publications, research, and resources.

New England Woodcraft

Booth 116

481 NBorth St, P.O. Box 165, Forest Dale, VT 05745

Phone: 802-247-8211

www.newenglandwoodcraft.com

Dormitory Furniture

North-American Interfraternity Conference

Booth 716

3901 West 86th St., Suite 390, Indianapolis, IN 46268

Phone: 317-872-1112

www.nicindy.org

Founded in 1909, the North-American Interfraternity Conference is the trade association representing 73 International and National Men's Fraternities. Through advocacy, collaboration, and education, the NIC works to ensure that fraternities can operate in an environment conducive to their success.

Novalsys

Booth 222

40 W 4th Street - Suite 502, New York, NY 10012

Phone: 646-797-3161

www.novalsys.com

A state-of-the-art student group/organization management system. CampusGroups is a web platform allowing Student Life officers and student leaders to manage student organizations on campus most efficiently.

Nuesoft Technologies

Booth 212

1685 Terrell Mill Rd, Marietta, GA 30067

Phone: 678-307-1140 • Toll Free: 800-401-7422

www.nuesoftxpress.com

Nuesoft has been delivering student health solutions since 1993. Currently, Nuesoft offers two Internet-based software products for university health and counseling centers; Nuesoft Xpressâ„¢, a flexible solution for health center management and basic charting, and Nuevitaâ„¢, a complete electronic health record and student health management solution.

Off Campus Partners

Booth 622

P.O. Box 5664, Charlottesville, VA 22905

Phone: 434-817-0721 • Toll Free: 877-895-1234

www.offcampuspartners.com

Off-Campus Partners operates off-campus housing listing services for colleges and universities with a unique partnership model. By partnering with OCP, universities can provide a valuable service to students at no up-front cost to the institution while generating revenue.

Omicron Delta Kappa Society

Booth 711

421 N. Broadway, Lexington, KY 40508

Phone: 859-455-8870

www.odk.org

Omicron Delta Kappa (ODK) is the premier collegiate honor society, and was founded at Washington and Lee University in 1914 to recognize leaders of exceptional quality and versatility. ODK has chapters on over 300 campuses across the nation. Members are eligible for scholarships and can participate in programs like CLT2.

On Campus Marketing (OCM)

Booth 512

3 Graphics Drive, W. Trenton, NJ 08628

Phone: 609-771-0005

On Campus Marketing is the leading fundraising service program provider to university student organizations. Our Residence Hall Linens, Care Package Programs, DiplomaDisplay and other programs, assist groups in providing valuable services to their students and parents, while raising organizational funds.

OrgSync, Inc.

Booth 326

9501 Castle Pines, Austin, TX 78717

Phone: 214-435-9022

<https://orgsync.com>

OrgSync provides collaborative software for an online campus. Our hosted solution provides campus administrators with assessment and tracking tools and manages every aspects of students' co-curricular involvement to increase student involvement and facilitate student success.

****** Outside the Classroom**

Booth 504

250 First Avenue, Suite 201, Needham, MA 02494

Phone: 781-726-6677 • Toll Free: 877-338-5001

www.outsidetheclassroom.com

The leader in online prevention, Outside The Classroom is focused on tackling epidemic-level health issues by delivering programs/services designed for population-level applications. The company's programs, including AlcoholEdu? SexualAssaultEduTM, and MentalHealthEduTM, provide personalized approaches, helping students make safer, healthier decisions and reducing the risk associated with these critical behavioral health issues.

PaperClip Communications

Booth 210

125 Paterson Avenue, Suite 4, Little Falls, NJ 07424

Phone: 973-256-1333 • Toll Free: 866-295-0505

www.paper-clip.com

PaperClip is the place for student life resources, including newsletters, online products, webinars, training binders, programming and leadership tools, free newswires, white papers, binders, brochures and more! Founded in 1994, we're staffed by student affairs folks who know and care about the field, serving thousands of institutions worldwide.

Pave Systems Inc.

Booth 325

800 E. Campbell Road, Suite 250, Richardson, TX 75081

Phone: 972-907-2221

www.pavesystems.com

Pave Systems is the trusted leader delivering student safety, behavioral and campus conduct software solutions to colleges and universities nationwide. With a 10 year track record and more than 350 clients, we are a company quality campuses can count on to deliver superior products and top quality customer care.



Places4Students.com**Booth 226**

176 James Street, St. Catharines, ON L2R 5C5

Phone: 905-641-4550 • Toll Free: 1-866-766-0767

www.places4students.com

PLACES4STUDENTS.COM is the world's premier website for post-secondary institutions to manage their off campus housing listing services. Our staff has been offering reliable off-campus housing solutions since 2003. Manage your rental advertising online with a company that specializes in Helping Students Find a Home Away From Home!

Porter Khouw Consulting, Inc**Booth 914**

P O Box 4028, Crofton, MD 21114

Phone: 410-451-3617

www.porterkhouwconsulting.com

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Prevention Strategies**Booth 520**

Gateway University Research Park, 5900 Summit Ave, Browns Summit, NC 27410

Phone: 336-540-9505

preventionstrategies.com

Prevention Strategies, LLC is committed to maximizing healthy outcomes for young people by developing evidence-based programs using state-of-the-art technology. With published effectiveness, our College Alc program reduces college student drinking and prevents negative consequences. Designed specifically for athletic departments, myPlaybook, prevents substance use and related harm among college student-athletes.

***** publicidentity, inc.****Booth 308**

1220 S Boyle Ave, Los Angeles, CA 90023

Phone: 323-266-1360

www.publicidentity

publicidentity provides a spectrum of promotional products and marketing services which enhance our clients' competitive presence, brand image and exposure in the public eye.

Residential Management Systems (RMS)**Booth 208**

9131 Anson Way, Suite 301, Raleigh, NC 27615

Phone: 919-845-9004

www.rms-inc.com

RMS is a completely web based housing, judicial and conference management system. RMS includes self serve student web, integrated with portal environments for the campus. RMS has over 200 sites around the world.

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With innovative design, ingenious flexibility, and outstanding durability, RT London's extensive collection of modular casegoods, seating and tables is the smart choice for residence halls. Made in America, all RT London products stand up to rigorous use and are backed by our 25-year warranty. We are custom product specialists!

San Diego State University e-CHECKUP TO GO**Booth 807**

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Phone: 619-594-5470

www.e-chug.com

The e-CHECKUP TO GO is a NASPA-recognized, evidenced-based, on-line alcohol intervention and personalized feedback tool designed to motivate individuals to address their alcohol consumption using information about their own patterns of use. It is being used at over 550 universities around the world.

School Datebooks**Booth 714**

2880 U.S. Hwy 231 South, Suite 200, Lafayette, IN 47909

Phone: 765-471-8883 • Toll Free: 800.705.7526

www.schooldatebooks.com

School Datebooks creates fully customized datebooks. From our PolyFusion covers to formatted handbooks to events listed on the day, our standard custom creations are unmatched. All this is backed up by the best customer service in the school market. Find out today why we are simply the best!

SCVNGR**Booth 108**

580 Harrison Ave, Floor 4, Boston, MA 02118

Phone: 617-990-6617

www.scvngrhunt.com

Explain SCVNGR in 50 words? I couldn't decide between 'Most Engaging,' 'Coolest' or 'Most Innovative...' Is 'Awesome-est' a word? SCVNGR is the _____ company on the planet, ever. You've never seen such a high-tech and interactive way for your students to learn about your campus. Check us out!

Semester at Sea/Institute for Shipboard Education**Booth 324**

P.O. Box 400885, Charlottesville, VA 22904

Phone: 800-854-0195 • Toll Free: 800-854-0195

www.semesteratsea.org

Semester at Sea is a multi-country study abroad program that educates individuals for leadership, service, and success in shaping our interdependent world. Coursework is integrated with relevant field study experiences allowing for a comparative study abroad experience that is truly global. The University of Virginia is the program's academic sponsor.

****** SJG-The Spelman & Johnson Group****Booth 813**

3 Chapman Avenue, Easthampton, MA 01027

Phone: 413-529-2895

www.spelmanandjohnson.com

SJG - THE SPELMAN & JOHNSON GROUP is an executive search firm exclusively serving institutions of higher education. Since 1991, nearly 400 institutions have relied upon SJG for search assistance to fill leadership positions in student affairs, enrollment, academic affairs, financial administration, and advancement.





Social Justice Training Institute

Booth 219

384 Maple Street, APT 4B, Brooklyn, NY
11225

Phone: 413-537-8012

www.sjti.org

The Social Justice Training Institute offers intensive professional development workshops for diversity educators and practitioners, as well as customized trainings and organizational consulting to create inclusive campus environments.

**** Sodexo Education

Booth 505

283 Cranes Roost Blvd., Suite 260,
Altamonte Springs, FL 32701

Phone: 407-339-3230

www.sodexousa.com

Sodexo business practices improve the condition of people and the planet. We are the benchmark for sustainability, health and wellness, and community development. Sodexo provides quality of life solutions, including expert advice and best in class food services and facilities management solutions, that help our clients achieve their goals.

Sourcebooks

Booth 913

1935 Brookdale Rd. Suite 139, Naperville,
IL 60563

Phone: 630-961-3900 221

www.sourcebooks.com

Sourcebooks introduces a new suite of Naked Roommate products. The Naked Roommate is the behind-the-scenes look at everything students need to know about college (but never knew they needed to know). This essential guide is packed with expert advice from author Harlan Cohen, the top voice on college life.

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[swcontract](http://swcontract.com)

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Complete furniture supplier for residence halls,
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Speak Out - The Institute for Democratic Education and Culture

Booth 815

PO Box 99096, Emeryville, CA 94662

Phone: 510-601-0182

www.SpeakOutNow.org

Speak Out is a non-profit organization that promotes progressive voices on campuses nationwide, working with 200 speakers and artists who represent the breadth of social movements as well as critically-acclaimed exhibits and films which inform and empower young people to take action for positive social change.

StarRez, Inc.

Booth 709

5340 S. Quebec Street, Ste. 250-S,
Greenwood Village, CO 80111

Phone: 415-246-2871

www.starrez.com

StarRez is the world leader in housing, conference, and judicial software with over 18 years experience and more than 270 clients worldwide. StarRez offers the most robust, mature, and easy-to-use housing and conference software solution on the market providing best-in-class solutions across all housing functions.

Student Health 101

Booth 516

144 Turnpike Road, Suite 240, Southboro,
MA 01772

Phone: 866-636-8336 1143

www.studenthealth101.com

Student Health 101 is an innovative health promotion and communication system for colleges and universities. Used by 300 campuses nationwide and in Canada, Student Health 101 is a turn-key solution that engages your students in making more positive decisions.

StudentAffairs.com

Booth 412

41 Crossroads Plaza #221, West Hartford,
CT 06117

Phone: 888-757-1997

www.StudentAffairs.com

StudentAffairs.com, the Internet resource for college and university administrators, contains the most accessed job posting Web site, with over 460 institutions posting thousands of openings each year. The site also offers online professional development workshops, online residence life training modules, student affairs blogs and other Internet resources.

**** StudentVoice

Booth 508

210 Ellicott Street, Buffalo, NY 14203

Phone: 716-652-9400

StudentVoice is the leader in assessment technology, resources and consultation to colleges and universities across North America. StudentVoice provides the means to organize assessment activities, collect data, benchmark with peer campuses, and report outcomes to measure student learning, enhance programs and services, and ensure student success.

Stylus Publishing, LLC

Booth 414

22883 Quicksilver Drive, Sterling, VA
20166

Phone: 703-996-1012

Founded in 1996, Stylus publishes books and journals that focus on higher education. Our higher education program covers such areas as teaching and learning, service learning, assessment, online learning, racial diversity on campus, women's issues, student affairs, doctoral education, and leadership and administration.

*** Symplicity

Booth 224

1560 Wilson Blvd., Suite 550, Arlington,
VA 22209

Phone: 703-351-0200, ext 8091

www.symplicity.com

Symplicity helps student affairs professionals connect with students. Find out how more than 1,000 institutions are leveraging Symplicity's technology to enhance collaboration, increase retention, and provide easy to use services across the following departments: Career Services, Student Conduct, Student Advising, Campus Activities, Study Abroad Event Management, Residence Life, Admissions and Assessment.

The Commons Educational Design Group

Booth 908

1909 Woodall Rodger, Suite #300, Dallas,
TX 75201

Phone: 214-585-6700

www.CommonsLab.com

The Commons Educational Design Group is an organization of individuals seeking to empower higher education and student affairs professionals by equipping them with curricular and resource tools. The Commons offers FYE, Strengths consulting, ideas sharing, and professional development products to enhance your work.



The Date Safe Project LLC**Booth 423**

PO Box 20906, Greenfield, WI 53220

Phone: 800-329-9390

www.canikissyou.com

Through interactive programs and thought-provoking materials, discover how to get your students to obtain verbal consent; intervene when peers are about to mix alcohol and sex; and how to open the door of support for sexual assault survivors. Visit Rita in our booth today! Begin the change at www.DateSafeProject.org.

The Gallup Organization**Booth 211**

1001 Gallup Drive, Omaha, NE 68102

Phone: 952-838-0206 • Toll Free: 800-426.0725

www.strengthsquest.com

Over seventy years of Gallup research in human nature and behavior can help your campus realize its goals in teaching and growing life-long learners and tomorrow's leaders. Gallup's unique strengths-based development program, StrengthsQuest, has touched the lives of over 700,000 students on over 600 campuses.

The GIN System**Booth 810**

230 NW 2nd Ave, Gainesville, FL 32601

Phone: 954-856-4227 • Toll Free: 888-446-7978

www.theginsystem.com

The Group Interactive Network (G.I.N.) System is the leading technology solutions provider for the sorority and fraternity community and higher education. G.I.N. provides web design services, members-only systems, Facebook Applicatins, online training tools, and other applications.

*** The Wellness Corporation****Booth 310**

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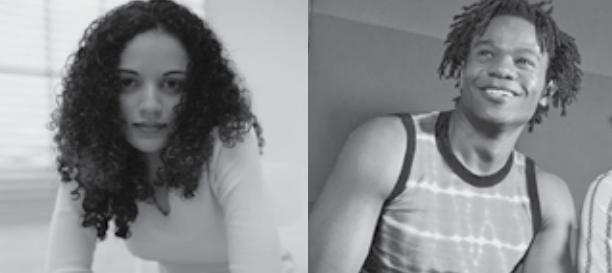
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Campus Site Visit & Consultation

BACCHUS will send a senior staff member to consult with the health promotion and prevention staff, chief student affairs officer, the students, the campus or community task force, and other key stakeholders to assess program strengths and suggest ways to improve prevention efforts. This structured visit will include a follow up report to assist you with future strategic planning, writing for grants, and budget development.

Screening and Brief Intervention (SBI) Training for Student Life Staff

Screening and Brief Intervention (SBI) has emerged as an effective tool to reduce college alcohol abuse. This training provides a brief screening tool and incorporates motivational interviewing techniques to assist student life staff in having intentional conversations with students. Participants will leave with tools for implementing SBI and resources for assisting students to consider a behavior change.

Certified Peer Educator Training

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Invite neighboring campuses to attend any training, share the costs, and build networking support between campuses.

For more information, contact Ann Quinn-Zobeck, Director of Education and Training, at ann@bacchusnetwork.org or 303-871-0901.

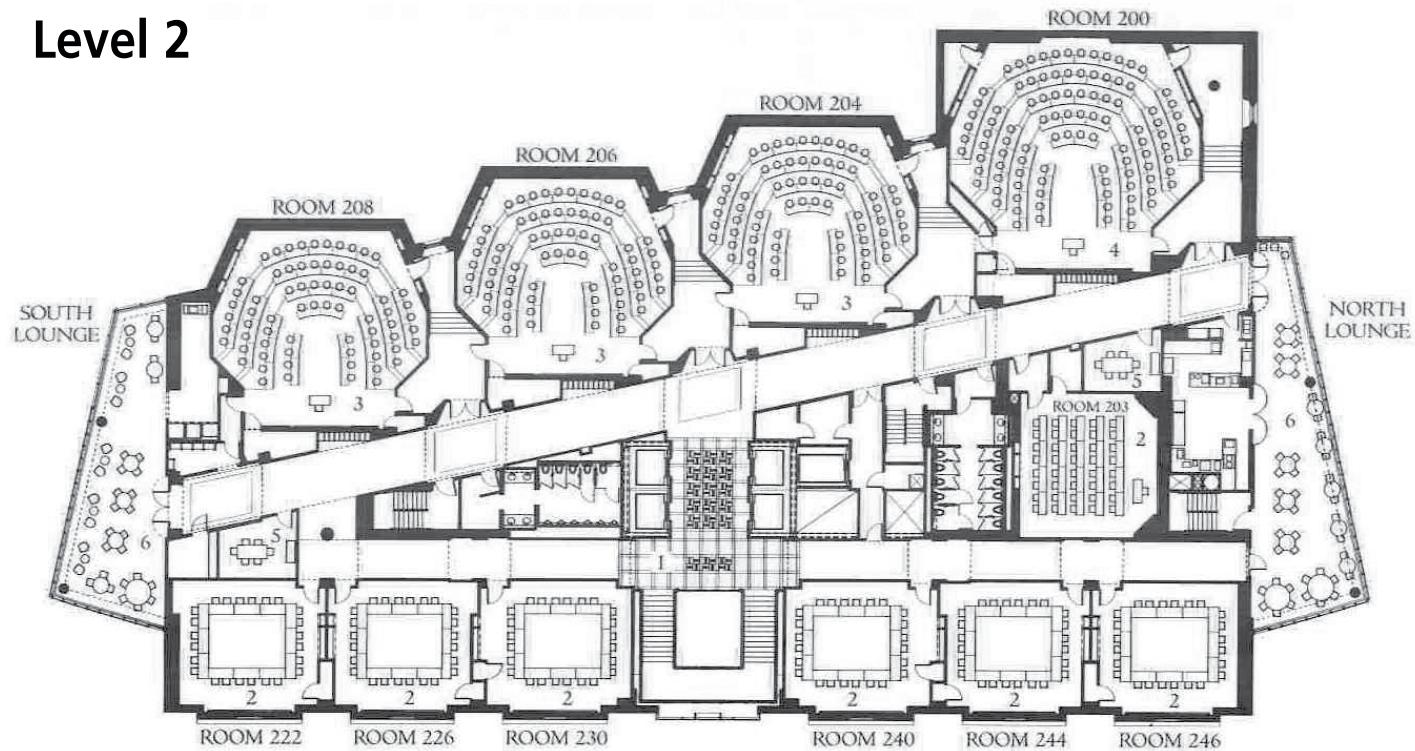
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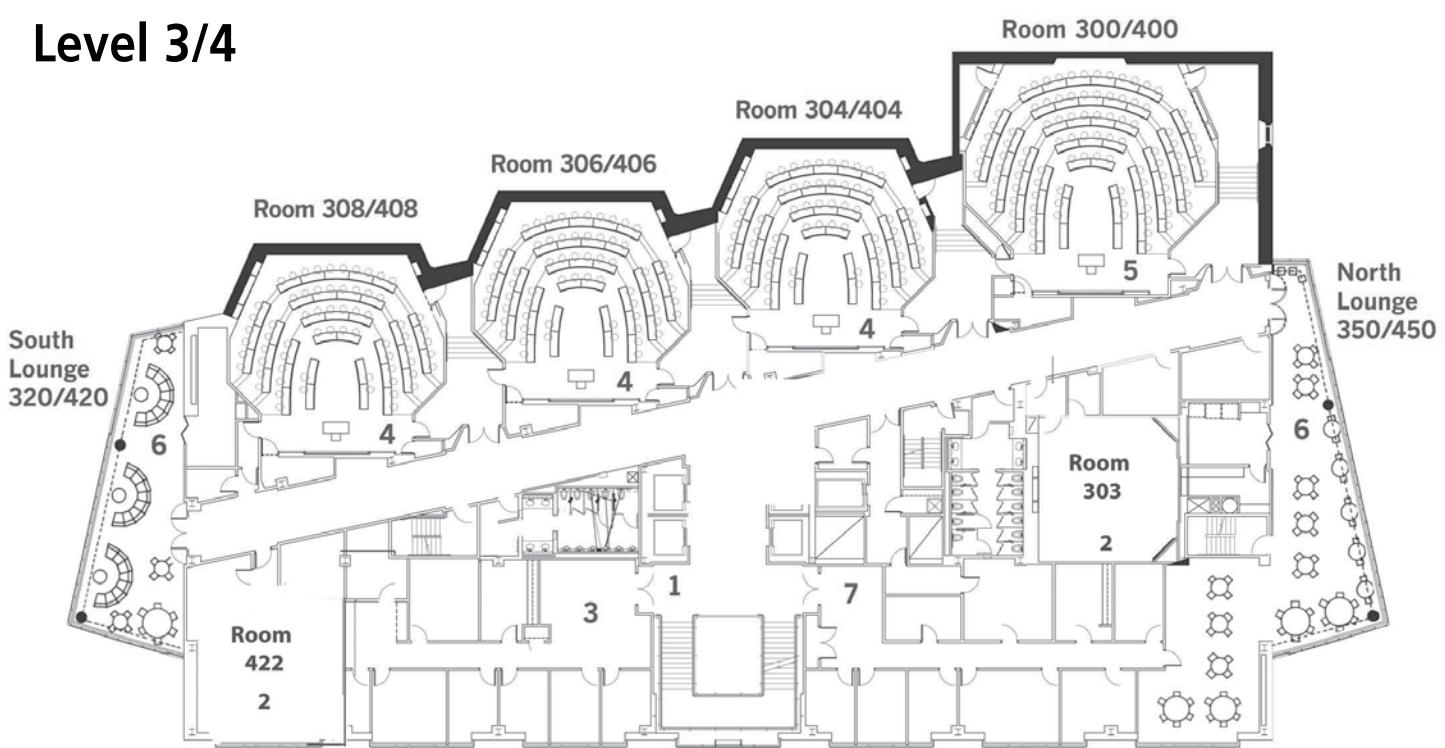


Gleacher Center, University of Chicago

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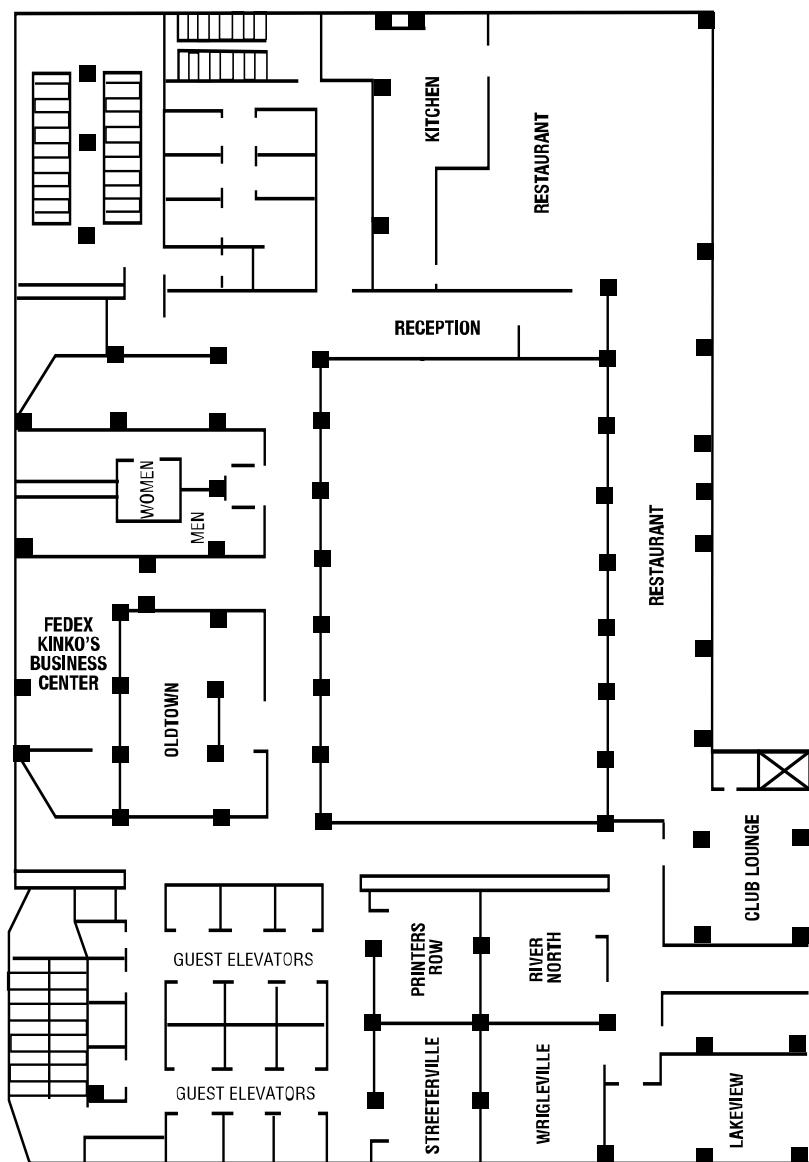


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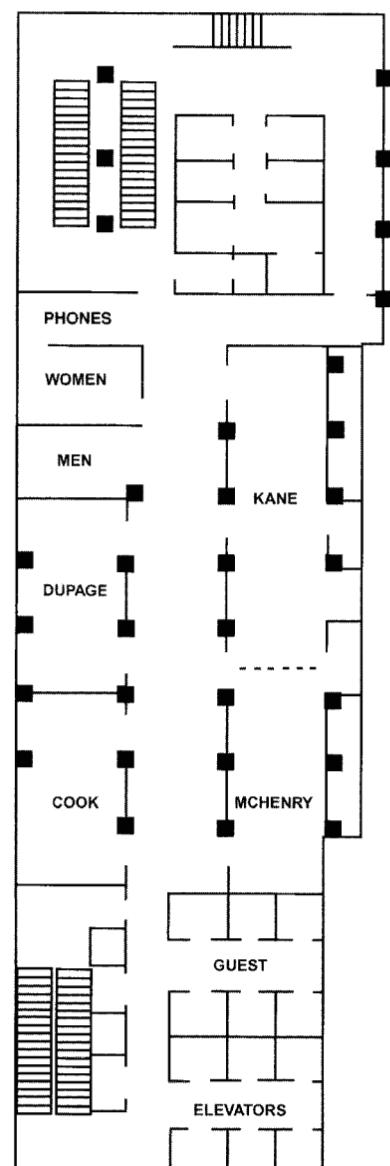


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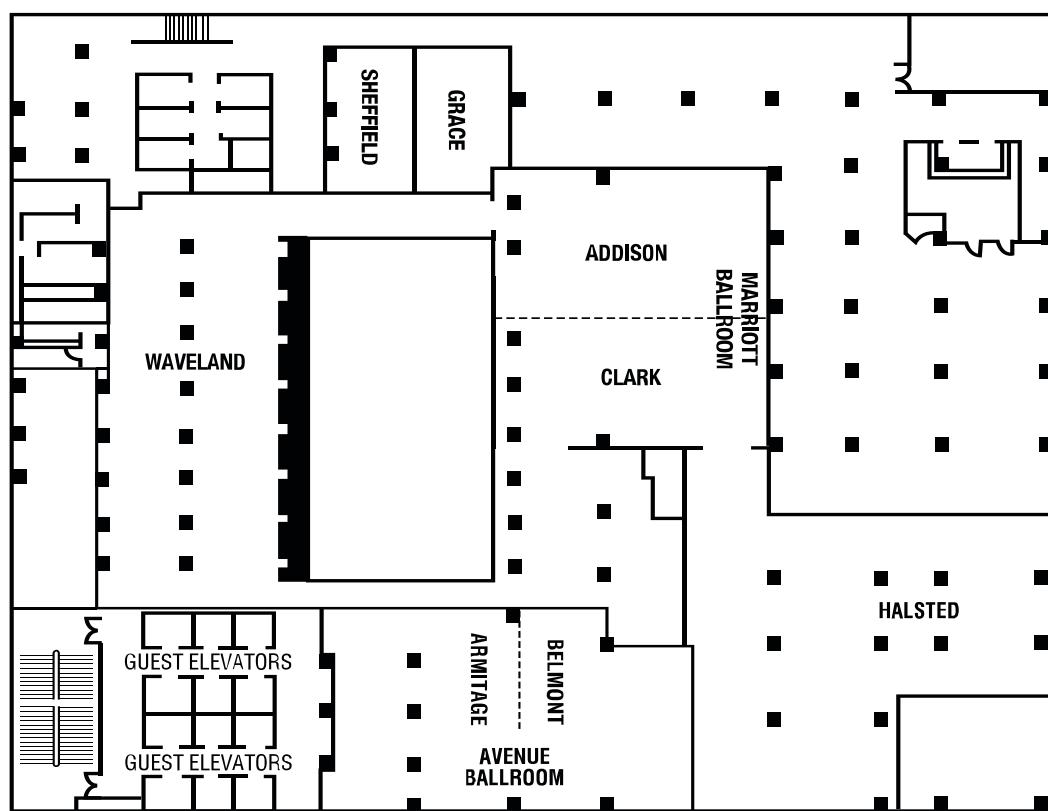


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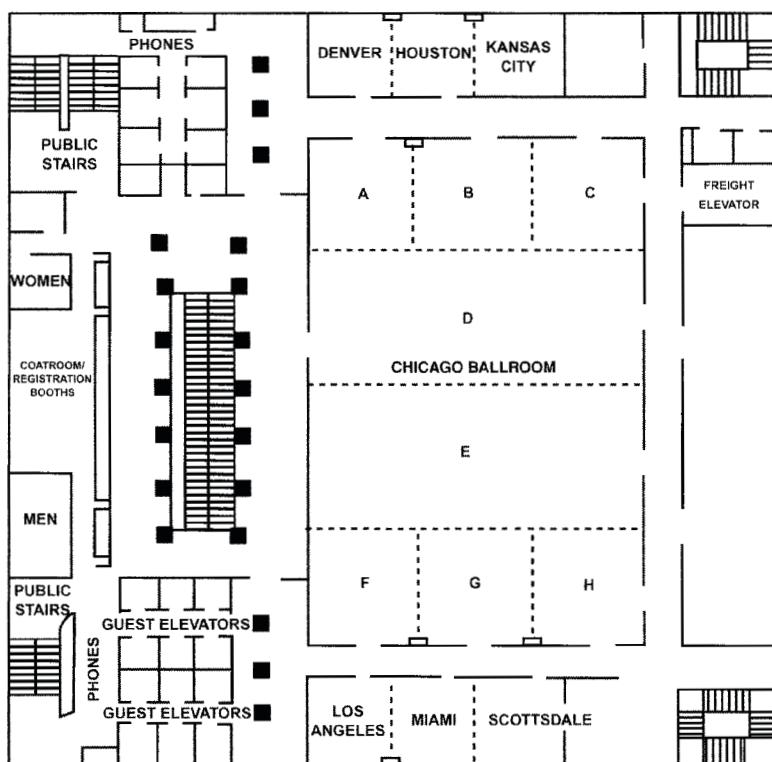


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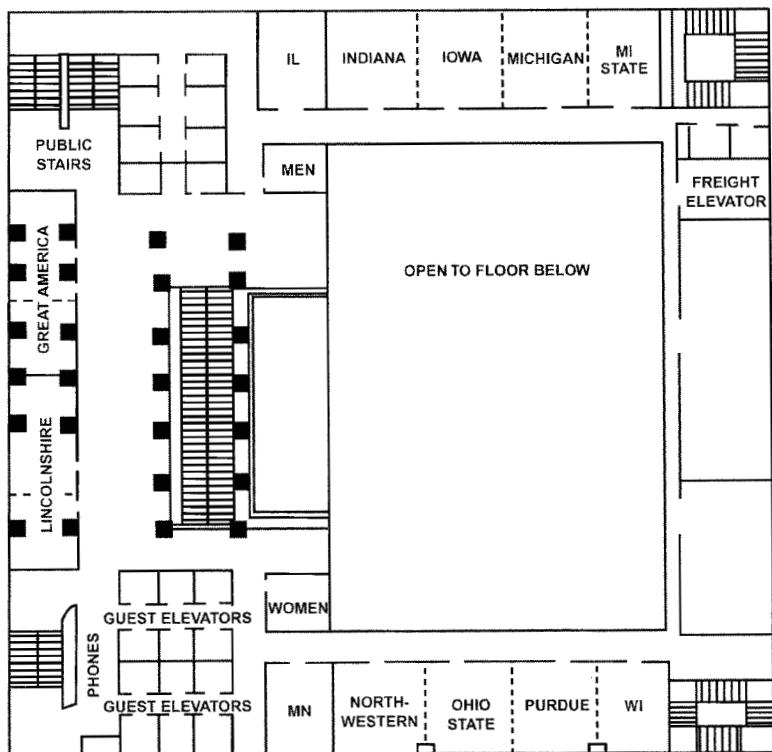


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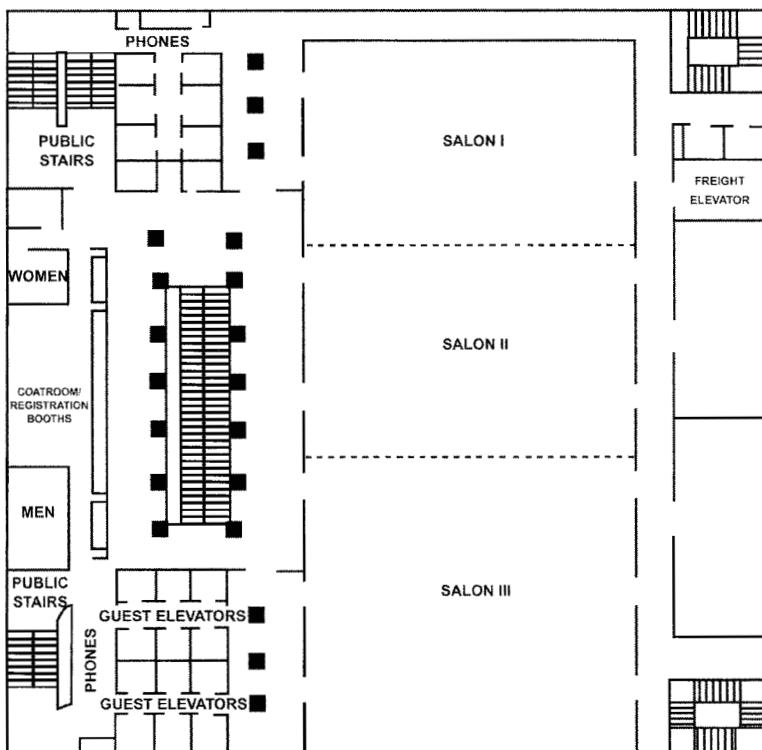


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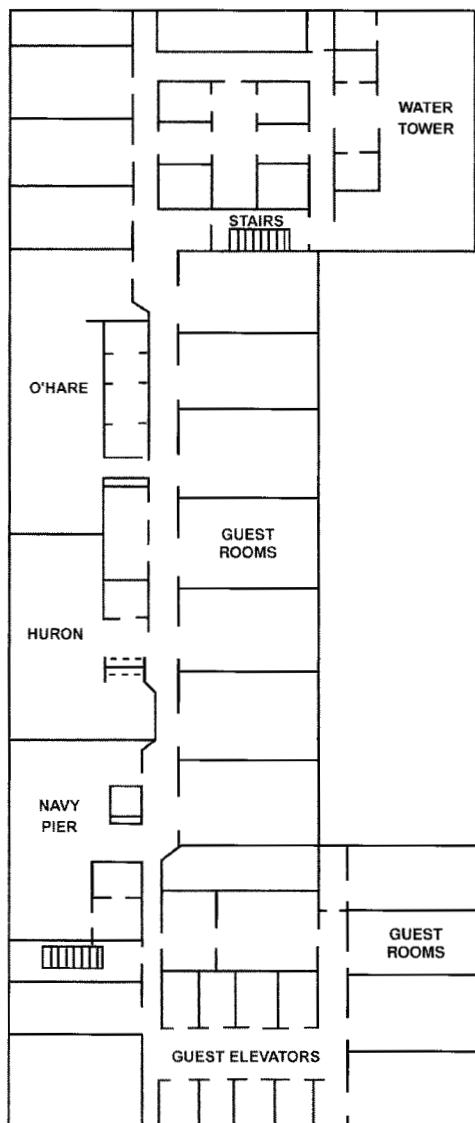


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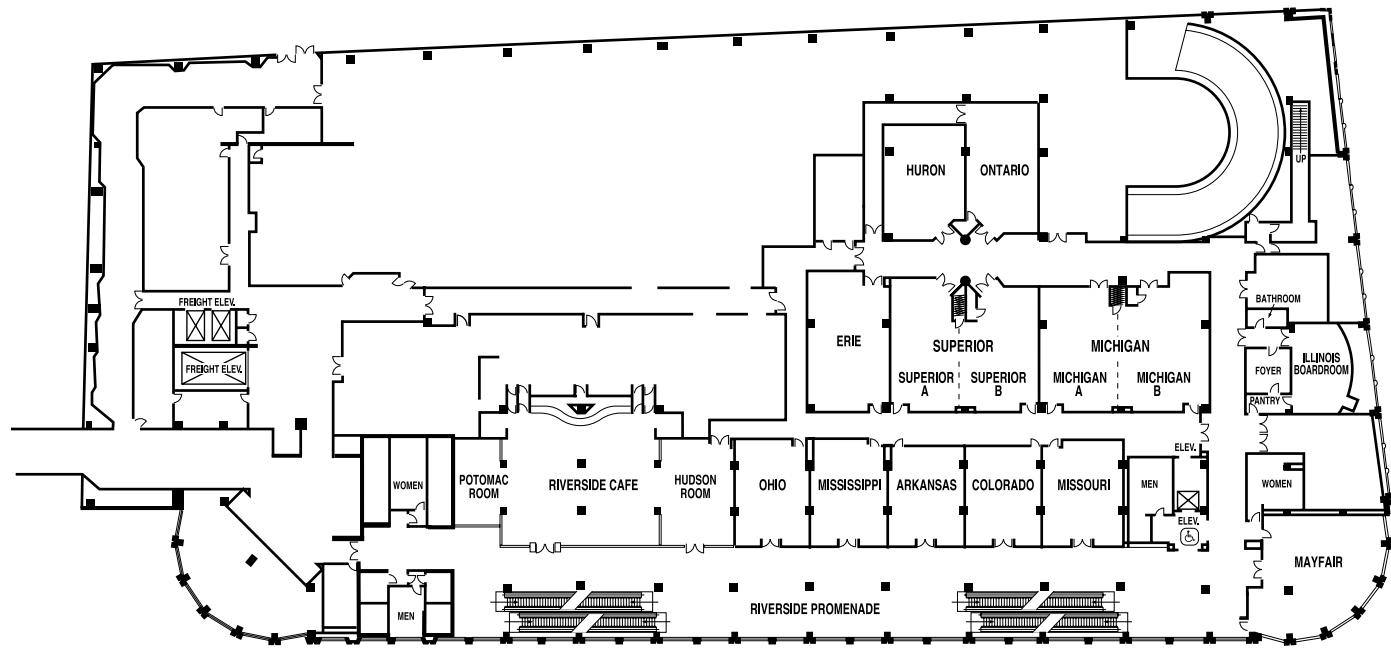


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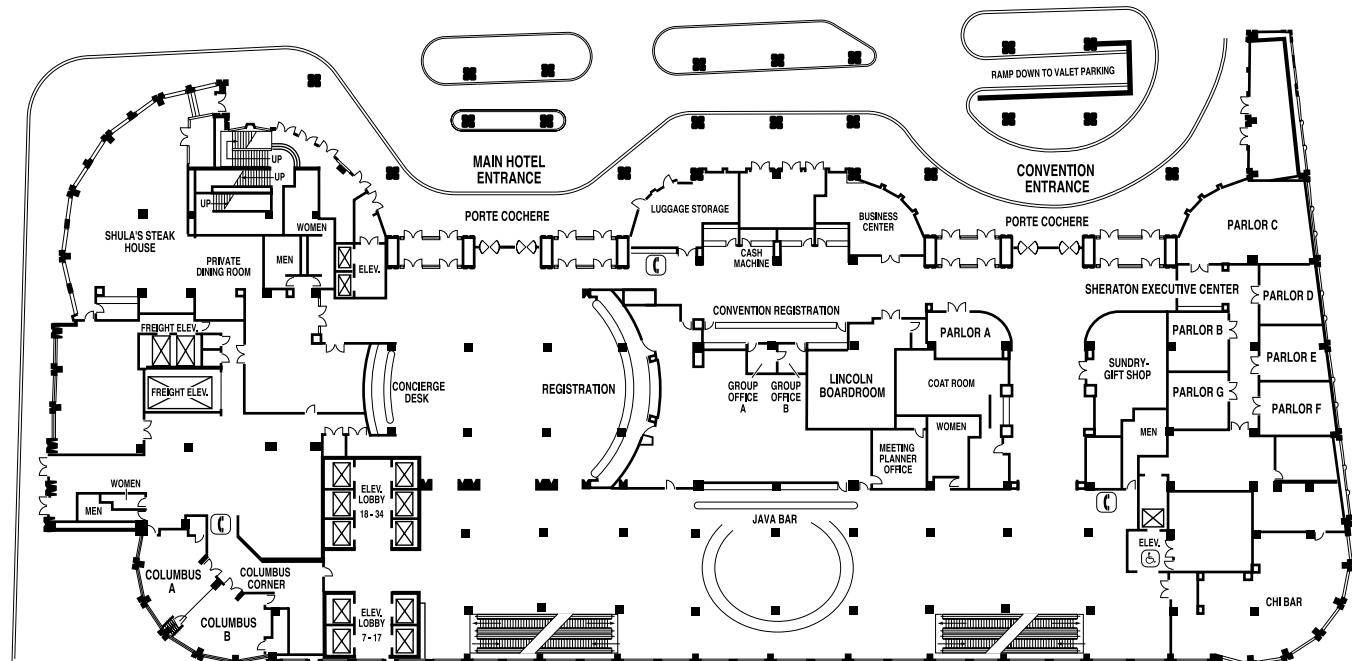


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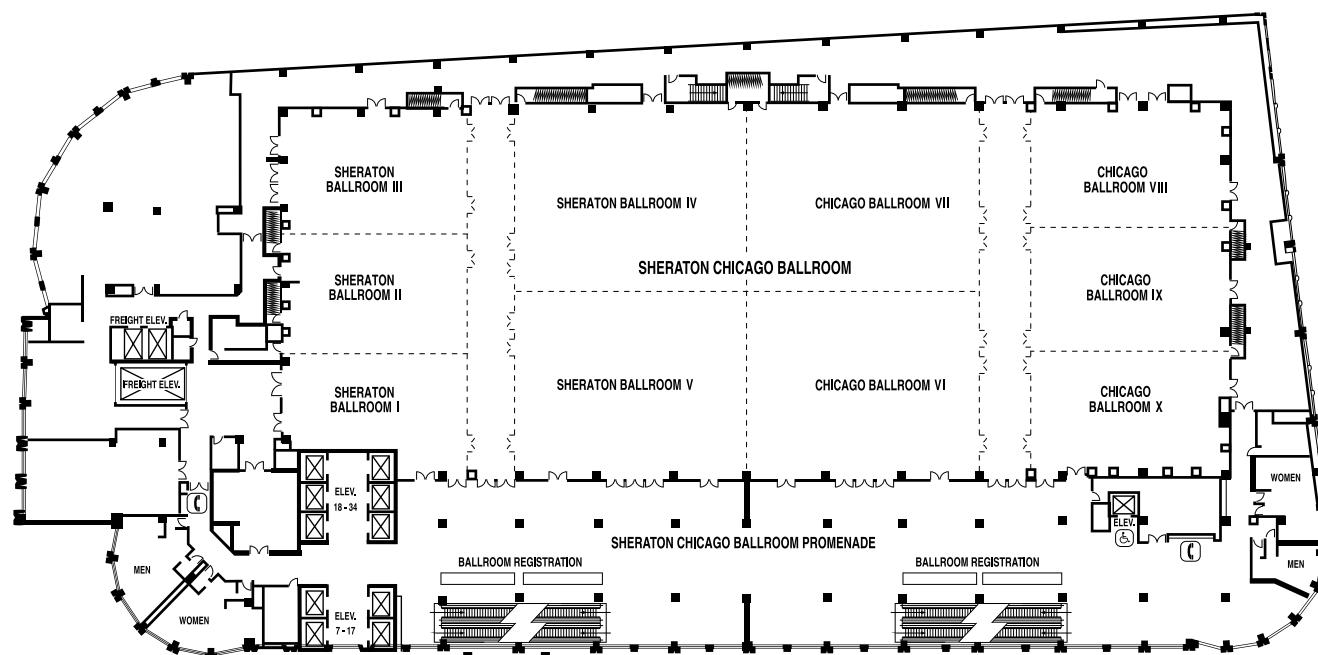


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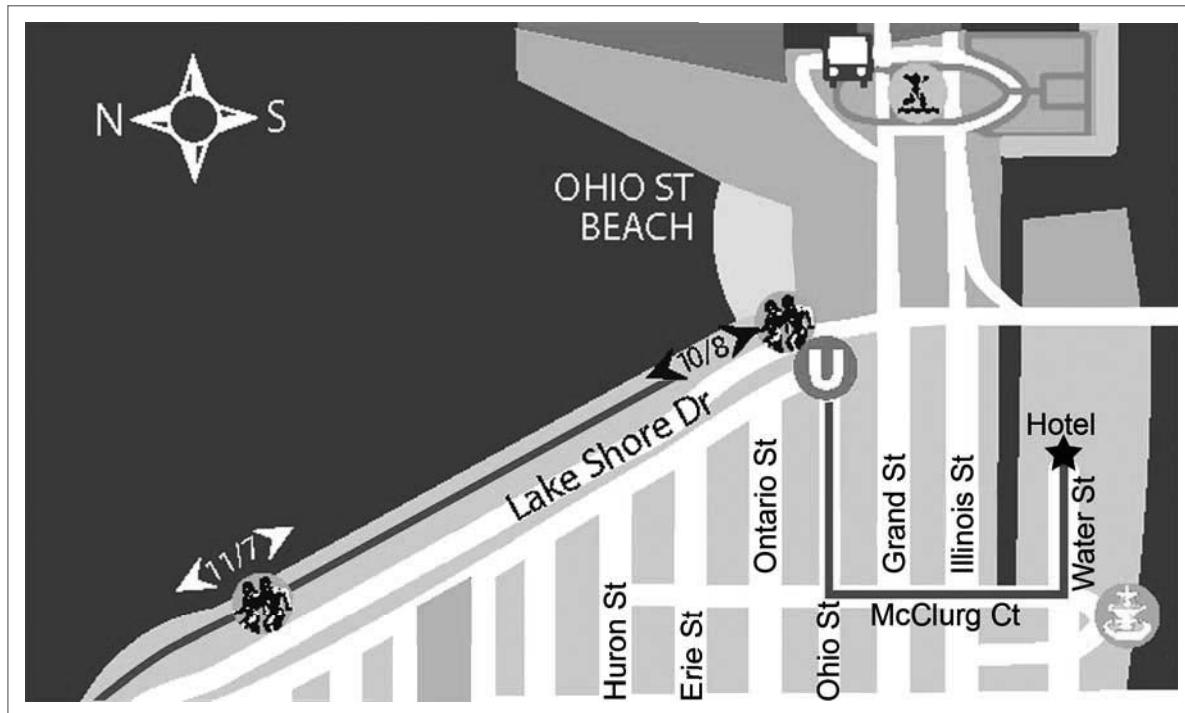
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Fun Run/Walk Route

Route Starts at the Sheraton Hotel (301 E North Water St. Chicago).

1. Head west on E N Water St toward N McClurg Ct (272 ft.)
2. Turn right at N McClurg Ct (0.2 mi.)
3. Turn right at E Ohio St to Lake Short Drive – Destination will be on the left (0.2 mi.)
To cross Lake Shore Drive, use the “Pedestrian Walkway to Navy Pier” (walk down stairs or take ramp) to access the underpass/tunnel that runs beneath Lake Shore Drive. At the end of the underpass/tunnel, walk up stairs or take the ramp to Ohio Street Beach and Jane Addams Memorial Park.
4. Arrive at Ohio Street Beach (400 N. Lake Shore Drive, Chicago)
5. From Ohio Street Beach, run north along the Hard Surface Trail along side Lake Michigan to North Avenue Beach. By ‘walking’ it takes 35 minutes to go 1.8 miles (general assumption that this time will be reduced if individual is running).
6. Then, turn around and head back south to Ohio Street Beach, and reverse route from beach to hotel.





Notes



Notes



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